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ABSTRACT

This handbook has been prepared for the purpose of offering guidance and assistance in the development and administration of a volunteer program within Army Community Service. It contains eight chapters. Chapter 1 is the Introduction. Chapter 2, Volunteers Are Partners and Team Members, considers the importance of attitudes, agreement on volunteer role, and motivation, moral, and personnel relationships. Chapter 3, Organizing and Developing a Volunteer Program, discusses basic principles and functions, committees, recognizing volunteers, facilities and finances, cooperation with other programs and communities, and the importance of command support. Chapter 4, Recruiting, Interviewing, and Assigning Volunteers is self-explanatory. Chapter 5, Volunteer Training, discusses concepts and types of training and quality of trainers. Chapter 6, Supervision and Evaluation of Volunteers, includes within its scope beginning and ongoing supervision. Chapter 7, Volunteer Turnover, covers loss of volunteers, releasing volunteers, and transferring volunteer records. Chapter 8 presents conclusions. It is concluded that volunteers are a major American resource to be nurtured, developed, and supported. The eight appendixes present job descriptions and committee procedures; samples of administrative forms; sample organizational charts for ACS Volunteer Service; interviewing principles, techniques, and procedures; training atmosphere; detailed training methods; training resources; and reference materials. (CK)

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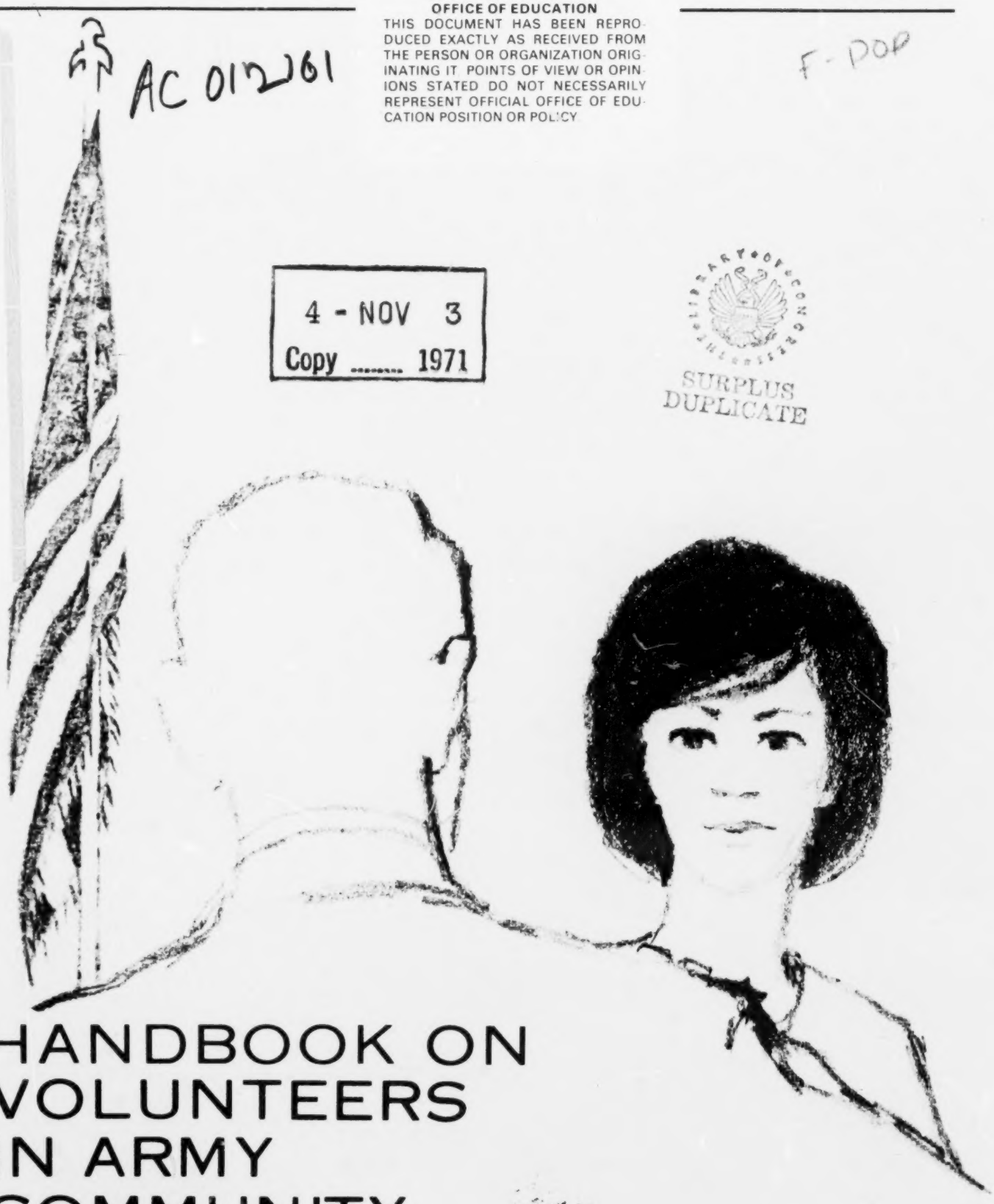

HANDBOOK ON VOLUNTEERS IN ARMY COMMUNITY SERVICE

HEADQUARTERS, DEPARTMENT OF THE ARMY

AUGUST 1971

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FOREWORD

The Handbook on Volunteers in Army Community Service was prepared in order to assist with the recruitment, training, and participation of volunteers in the Army Community Service Program.

Information was compiled and the handbook was prepared for the Army by the Human Resources Research Organization (HumRRO), George Washington University, Washington, D. C.

The contents of this handbook represent the work of HumRRO and are not to be construed as official Department of the Army positions.

The proponent of this publication is the Deputy Chief of Staff for Personnel. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications) to the Deputy Chief of Staff for Personnel, ATTN: PSD, Department of the Army, Washington, D. C. 20310.

HANDBOOK ON VOLUNTEERS IN ARMY COMMUNITY SERVICE

PAMPHLET

NO. 608-28

HEADQUARTERS
DEPARTMENT OF THE ARMY
Washington, D.C., 30 July 1971

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1 Introduction

Section I

Purpose and Scope of the Handbook

Handbook as a Tool

Army Community Service (ACS) is a program that incorporates innovations. One of these is the provision for developing a corps of ACS volunteers. Providing volunteers with opportunities to participate in ACS Centers adds a dynamic dimension to a program of human service.

This handbook has been prepared for the purpose of offering guidance and assistance in the development and administration of a volunteer program within Army Community Service. ACS Officers and ACS volunteer leaders can consider the handbook to be a personal tool for help with involving volunteers in ACS programs.

It has been anticipated that ACS personnel—military and volunteer—will reflect a wide range of knowledge and experience. It is therefore expected that some of the content of the handbook will have more meaning to some readers than to others. Material on many particular needs and interests has been included, with headings prominently displayed in order to make it convenient for the reader to locate relevant information.

Handbook as a Guide

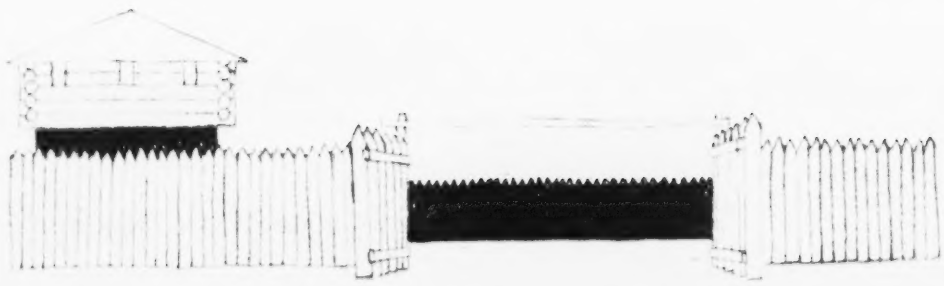
Understanding of one of the fundamental characteristics of the handbook is very important. Its contents are not presented as the only or best model to be applicable to every situation. ACS Centers differ in many ways, and the handbook is offered as a guide in using that diversity to strengthen the program. In many instances, suggestions in the handbook will have to be interpreted and adapted according to local circumstances. Not only must this point be understood, but it is important to recognize that programs designed to serve people will be more effective if they provide for and encourage innovation, flexibility, and individual initiative.

Section II

Army Tradition and Trends

Isolation and Separation

In the early days of the United States Army, military installations were geographically scattered throughout the country. Often the strategic location of a fort or post resulted in its being quite isolated from major centers of population. The Army was not closely related to or integrated with the civilian population of our nation. Even where military installations were fairly close to a sizable civilian community, the military personnel normally did not have extensive associations with local residents. The Army community generally existed as a distinctly separate society.



The military installation was substantially a self-sufficient entity. Almost all resources and services required to maintain a post were located on the post grounds or very near by. All the soldiers lived on post. The few women who lived on military installations were usually wives of high-ranking Army officers.

Army Tradition: Caring for Its Own

The isolation of early military installations, and the separation of military personnel from civilian populations, produced a high degree of self-reliance and independence within military communities. There was a common awareness of problems experienced by post personnel, leading to mutual concern and the extending of assistance among members of the installation. From this spirit of mutual concern and mutual assistance developed the tradition of the Army taking care of its own.

The Army Wife as an Early Volunteer

The Army wife, despite her difficult existence within early military installations, played a unique role in the development of the volunteer spirit which characterizes our nation. As a member of the Army community, she undertook many responsibilities that promoted the general welfare of the installation. In doing this, she introduced such a spirit of personal concern and wholehearted willingness to help others that she inspired those around her also to serve beyond the call of duty. The importance of volunteer service performed by Army wives has grown in scope and meaning over the years.

Changes in Army Life

While some aspects of Army life have not changed substantially, there have been significant changes in the contemporary Army community. Most military posts now are close to towns or metropolitan areas; even those farther from urban centers are not isolated because of the well-developed transportation systems. The historical pattern of developing programs and services within military installations has intensified and, today, most military posts incorporate many of the characteristics of modern urban communities. The typical Army installation contains a food distribution center (the Commissary), churches, libraries, a department store (Post Exchange), recreation facilities, movie theatres, service clubs, medical and health facilities, and personal service operations such as barber shops and laundry-cleaning enterprises.

However, many social services common to most cities are absent from most Army posts. The residents of most civilian communities have access to

agencies that assist with adoptions, marital counselling, and child-parent conflict. There are specialized agencies that provide homemaker services, work with school dropouts and juvenile delinquents, offer programs for alcoholics and unmarried mothers, and direct special projects such as day care, informal education, and camping for the handicapped. There are programs of home nursing, family budgeting, and family life education. Families in financial difficulties may receive public assistance and special types of service from private agencies. The lack of these services and programs within military communities seriously impairs the achievement of more complete social stability.

Absence of Specialized Services

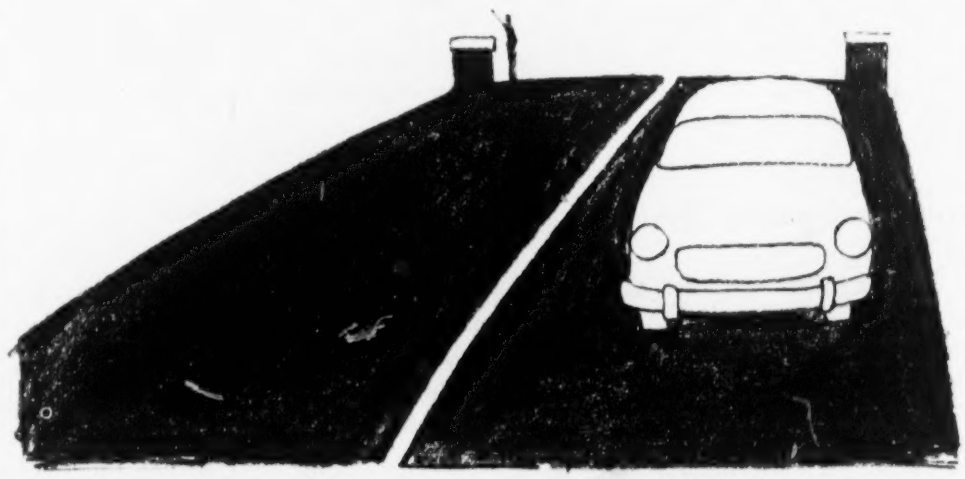
Another major change in the nature of modern Army life is the increase in family units. In 1940, approximately 67,000 Army personnel were married and had families. By the late 1960's, this figure had increased to over 500,000 Army family units involving 1,700,000 dependents.

Army families experience many of the same problems that confront nonmilitary families. In addition, military families do encounter certain circumstances that are both peculiar and expected: periodic residential relocation that reduces formation of close friendships or disrupts sustained association with familial relatives; continuous development of flexible living standards and frequent adjustment to different social and environmental conditions because of periodic relocation; extended periods during which family roles must be modified due to the absence of the father; and the actual or potential hazards that are related to international situations or direct combat assignments. These circumstances of military life increase anxiety and tension within Army families beyond that experienced by most civilian families.

Special Circumstances of Army Life

It is to be expected that, as the number of Army personnel rises, the number of social problems in the Army community increases. Greater world-wide tensions have required a substantial build-up in military strength

Increased Problems and Complications



in recent years. The considerable increase in the number of family units within the Army community has intensified the complexity of the already challenging situations facing Army commanders.

Throughout its history, the Army has continued the practice and maintained the policy of caring for its own, building the needed programs and services for Army personnel and their dependents. In more recent years, however, an overwhelming burden has been placed upon established Army programs, services, and resources; resources to develop new programs or to expand existing services have been limited. The lack of sufficient resources has required extraordinary efforts by unit and post commanders to assist Army personnel with personal and family problems.

As the administration of services to members of the Army community became more complicated due to the increasing numbers of military personnel and the changing nature of the Army community, one serious result was an increase in confusion and frustration for soldiers and their dependents. They were often served according to arbitrary categories that meant order to the agencies but aggravation to the client. Even officials of some of the traditional military agencies expressed dissatisfaction with the excessive fragmentation that resulted from specialization of services.

Need for Coordination

The need for coordination became clear. The system of Army programs would be more helpful to soldiers and their dependents if means were developed to promptly identify problems and conveniently provide guidance to corresponding services. If coordinated assistance could be arranged or pinpointed in a clear and personal manner, military personnel and their families would benefit more effectively from available programs and special efforts.

The soldier needed a central source of information and personal consideration on a "whole man" basis. The unaccompanied dependent needed a central source of information and guided assistance. The new course of action to improve the Army's system was the establishment of a centralized service of information and guidance that would:

Centralized Service

- Emphasize the individual's total needs,
- Reinforce the principle of selfhelp,
- Work closely with existing agencies and unit commanders.

A new agency was established, incorporating the concepts, goals, principles, and practices outlined above. An appropriate name was selected: Army Community Service.

Section III

Army Community Service

Evolving Detrimental Situations

Army Community Service was not set up as a quick response to a rapidly rising emergency. The establishment of ACS was a carefully considered, realistic response to an evolutionary situation.

In the latter half of the 1950's, Army leaders became increasingly aware of certain detrimental situations that were becoming more prevalent within

the Army. Unit commanders were spending more and more time attempting to assist members of their units with personal and family-related problems. The efficiency of unit commanders became seriously affected by the growing burden of frequent and complex problems being experienced by unit members.

As the composition of the Army changed, certain effects became more observable. The normal problems of family living combined with the special circumstances of military family life affected the performance of soldiers on active duty. There were problems of personnel morale and retention. Many military men who had considered the Army as a career left the Army due to pressure from dependents who were dissatisfied with the inability of the Army to help resolve difficulties inherent to military life.

The lowered efficiency and effectiveness of unit commanders and soldiers, combined with diminishing morale and a declining retention rate, produced conditions of disturbing dimensions. Concern over the general situation reached into the highest echelons of the Department of the Army.

Major Army commanders throughout the world were asked about the problems faced by military personnel and their dependents. The thinking of a large segment of Army personnel was obtained by conducting a survey of thousands of officers and enlisted men. The concern of Army leaders was confirmed by the responses of major Army commanders and the results of the personnel sample survey.

ACS Established

In July 1965 the Army Chief of Staff directed that an Army Community Service program be established. On 19 November 1965, Army Regulation 608-1 was issued by the Department of the Army, outlining procedures for the establishment and operation of Army Community Service programs at major Army installations throughout the world.

Centrally Located and Responsive

Army Community Service is structured entirely within the framework of the United States Army. It is designed to provide a centrally located service that is responsive, convenient, and readily available to assist members of Army communities with the resolution of complex personal and family problems.

Information, Coordination, Service, and Community Planning

ACS Centers provide an organized system for coordinating all available resources, both on and off post, that can help alleviate social welfare problems which often adversely affect morale and job performance. In addition to serving as information centers and vehicles for coordination, ACS Centers provide direct service and engage in community planning. All ACS activities have the common objective of assisting and supporting the efforts of unit and installation commanders to resolve personal and family problems of assigned personnel.

The direct services of ACS are carefully inter-related with programs provided by other Army units and by civilian agencies in order to avoid

duplication. The community planning efforts of Army Community Service are designed to identify needs of the Army community. Cooperation with all agencies, on and off post, may result in vital services being more effectively provided to members of the Army community through existing programs. In some instances, it may be necessary for ACS Centers to develop new services to fill gaps in order to achieve a comprehensive program of assistance. In other instances, ACS may be effective by directly supporting the programs of other organizations.

Two Objectives

Through the operation of Army Community Service Centers, the Department of the Army hopes to achieve two very important objectives:

(1) To reduce the amount of time that unit commanders, staff officers, and soldiers or their dependents expend in seeking appropriate sources of assistance on personal or family problems.

(2) To improve the general morale of the soldier and his family by promptly and efficiently providing assistance and guidance in times of stress.

Accomplishing these objectives should prevent and reduce causes disrupting the morale and well-being of Army families, improve social functioning by Army personnel, and increase stability within Army communities.

ACS Theme Projects Concepts

The ACS theme, "Self-Help, Service, and Stability," projects the basic concepts of Army Community Service. It reflects the Army tradition of caring for its own and encouraging self-help. Within the operating procedures of ACS there is recognition that official services should not attempt to completely remedy every situation. Instead, enough guidance and assistance should be extended to enable individuals to help themselves.

Volunteer Participation

Closely related to these Army traditions is the central ACS concept regarding participation by volunteers. The maximum involvement of volunteers is specifically outlined in Army Regulation 608-1, and other materials promote the provision of ACS services through volunteers. While there is clear realization that professional staff must be available, ACS references strongly support the belief that volunteers reflect the Army caring for its own in the finest sense of that tradition.

The volunteer injects a special component into the helping process. With sincerity and warmth, the volunteer expresses compassion and displays a deep personal concern for others as individuals. Working within the military framework, the volunteer is able to break through patterns of structure and overcome obstacles of organization. Without criticizing the authority system

that is vital to Army operation, the volunteer can reduce tension and doubt. A climate of sharing and human kindness is nourished within ACS Centers by the volunteer. In times of crisis, the volunteer performs a vital service.

A Vital Service

It is important to remember that the ACS program exists to meet needs of the Army community. Needs can be identified through many formal procedures, and also through informal activities. The ACS volunteer is a special link between the community and the ACS Center. Through daily activities and personal experiences, a volunteer often becomes aware of situations and conditions that require formal attention and official consideration. In the continuous process of community planning, the ACS Center can receive valuable benefits from the volunteer who shares information as well as experience.

A Special Link

The concept of volunteer participation was incorporated within Army Community Service from the very beginning. It is important that this concept be strengthened. The scope of volunteer activity can be expanded, and the effectiveness of volunteer service can be improved. These are goals to which this handbook is dedicated.

Goals of the Handbook

2

Volunteers are Partners and Team Members

Section I

Importance of Attitudes

To realize the full potential of the services that volunteers can render, it is vital that volunteers be accepted and welcomed by ACS staff. Volunteers need to have feelings of belonging and being members of the ACS Center team—partners with other personnel, and of service to people seeking help. This reflects the principle that volunteers must be considered an integral part of the Center.

Positive Staff Attitudes

How creatively the services provided by volunteers are deployed within the ACS Center will significantly affect the success of the volunteer program. Staff members will be involved in the training of volunteers, and many Center programs will require staff and volunteers to work in close cooperation. Staff attitudes will be sensed by the volunteers.

Many people related to military service have never thought much about volunteer service—its advantages and values. Indeed, some ACS Center staff members may harbor myths that hinder their acceptance of ACS volunteers and limit their understanding of the contributions and benefits that Army Community Service can realize through effective volunteer participation. Some staff members may be reluctant to relinquish any aspect of their duty assignments. Often they are uncertain about how to act toward volunteers—they either ignore them or constantly hover over them.

Staff Orientation

There is ready recognition of the need to train volunteers, but often little is done to "train" staff members to understand, accept, and assist volunteer participation. Many of the attitudes and concerns of Center staff can be modified by advance planning and thoughtful orientation that involves them directly. In particular, the frequent change in Center staff emphasizes the need for continuous staff orientation about volunteer service within ACS. It is important to specifically note that any such orientation should involve all assigned staff members—military and civilian, executive and secretarial.

An orientation program that is developed with staff members can interpret the need for, and worth of, volunteer service. Basically, an orientation program might clarify three aspects of a volunteer program:

- The nature and scope of volunteer services
- The special contribution and values of volunteer services
- The efficiency of the team concept—the ACS Center team includes volunteers and staff.

There are many approaches to the process of orientation. While no magic formula has been discovered that will guarantee immediate success in

producing positive staff attitudes, the experience of many agencies and organizations has provided some useful guidelines.

Guidelines and Examples

Adequate time should be allocated for staff orientation. It will help if the atmosphere is relaxed and informal—perhaps an afternoon meeting with refreshments. Subjects to be considered might include: philosophy and goals of volunteer service; procedures and mechanics of a volunteer program; responsibilities of staff in relation to the volunteer program; the ways in which volunteers will perform services and assist staff; and problems that sometimes develop within a program that incorporates volunteer participation. It is important that there be time for full and open discussion.

Each orientation program may require more than one session. Answers to some questions may not be readily available and should be discussed at a second session. There may be merit in having an experienced administrator or an experienced volunteer from another ACS Center describe their volunteer program. Someone from a nearby civilian agency might be invited to explain how they involve volunteers. Another alternative would be to have a session including some new and experienced ACS volunteers who serve in the Center.

Whatever format is used, the emphasis should be upon helping staff to understand the values of volunteer participation, and how volunteers extend the service capabilities of the ACS Center. The desired result of the orientation session is to obtain staff cooperation with the implementation of a volunteer program. In the final analysis, the success of volunteer participation within the ACS Center depends upon the degree of positive readiness of staff to work with volunteers, and vice versa.

Volunteer Attitudes

As surprising as it may seem, there is evidence that many volunteers have negative attitudes about agencies in which they serve. This is true even though most volunteers have strong positive attitudes about the particular services they perform.

The bases for negative volunteer attitudes have been found to be misunderstanding of social service principles and insufficient awareness of agency goals. Most volunteers do not know the particular goals of different agencies or how the methods of the agencies are designed to achieve their goals. Equally serious is lack of understanding of principles basic to the practice of social service. Without clarification, principles such as the dignity of the individual and the right to self-determination may unnecessarily conflict with personal philosophies of some volunteers.

Attitudes of ACS volunteers are of significance for two reasons: (1) negative volunteer attitudes will retard the results of staff orientation and training; (2) the effectiveness of Army Community Service will be reduced directly and indirectly by continuous reflection of attitudes that are less than strongly positive.

Improving understanding of ACS goals and methods is relevant to both staff and volunteers since it is essential that all ACS personnel have common understanding of the purpose and principles of Army Community Service. One approach has been suggested previously as an alternative format for staff orientation—conducting joint volunteer-staff orientation sessions. Benefits other than common understanding of goals and practices can be realized through this type of joint activity; it should, for example, help healthy volunteer-staff relationships. Joint sessions can also reduce time and energy expended on orientation programs.

Joint Orientation Sessions

Orientation of staff members about ACS volunteer participation should not be confused with the need for training staff in the development and administration of a volunteer program. The successful organization and operation of a volunteer program is not accomplished through the acquiring or expression of positive attitudes, as important as these are. Just as military personnel require specific skill training in order to understand the Army and how to perform their specialized assignments, it is necessary for ACS Officers and other Army leaders to receive training in skills related to volunteer recruitment, assignment, training, supervision, etc. This subject is beyond the direct scope of this particular handbook, and therefore will not be discussed in greater detail. However, it is important to recognize the distinction between staff orientation and staff training.

Staff Training

Section II Agreement on Volunteer Role

Limiting Volunteer Assignments Will Limit ACS Program

It will be difficult for the ACS volunteer program to achieve its full potential unless the positive attitudes of Center staff extend beyond the acceptance of volunteers to perform a limited range of routine, mechanical, or uninteresting tasks. Among other detrimental effects on the program, strict limitations on the scope of volunteer assignments will reduce the quality and quantity of service, even though there is increasing need for assistance. Thus, the persons for whom Army Community Service was established—the members of the Army community who have problems or special needs—may not receive the help they expect and require.

In addition, volunteers will not usually remain active in a program unless they are respected for their talents and capabilities, and unless they are provided opportunities to advance in responsibility. The prospects for an expanding and enthusiastic volunteer program are bleak if volunteers feel confined to a certain range of tasks that reflect a limited level of competence or dependability.

Therefore, it is imperative there be agreement among Army leadership in general, and the Center staff in particular, that ACS volunteers will be able

to serve in a broad range of significant assignments. Volunteer assignments should be determined by considering knowledge, experience, and skills required.

It is a serious mistake to equate "volunteer" with "untrained person." While ACS volunteers may not initially understand Army Community Service, or may not be immediately prepared to cope with problems experienced by members of the Army community, many ACS volunteers will bring special skills and extensive experience that can be of unique value to the ACS program. These volunteers may require orientation and supervision, but this type of investment will realize valuable dividends.

Volunteers Want Responsibility and Advancement

This view does not in any way belittle routine volunteer assignments. Clerical, secretarial, and a variety of other jobs may not be highly stimulating but they are essential to the operation of any program. Every job deserves appropriate recognition for its contribution to the functioning of the ACS Center. However, it is important to realize that volunteers want, and should receive, increasingly satisfying and significant responsibilities. A volunteer given an initial assignment of answering the telephone or typing correspondence may lose interest after a while unless reassigned to a different and more responsible job.

There is growing evidence to support the participation of volunteers in a wide variety of people-helping activities. Housewives have been trained to assist with the provision of psycho-therapy, college students are serving as case aides in mental hospitals, and volunteers have served successfully as auxiliary therapists in treatment centers for drug addicts; there are programs in which middle-income families voluntarily serve in a supportive and informal educational relationship with families receiving public assistance. A broad range of social welfare, educational, and cultural institutions benefit

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from voluntary participation by interested and able individuals: hospitals, schools, museums, community centers, youth organizations, libraries, courts and correctional agencies, homes for the aged, clinics for handicapped children, blood banks, and many more. The services of these agencies, organizations, and institutions are extended and enriched through participation of volunteers.

Within the framework of the Army community, the ACS volunteer also is involved in a variety of people-helping activities: meeting and orienting families newly assigned to the local post, transporting adults and children in special need, arranging loan of household goods, assisting with travel arrangements for Army personnel and their dependents, handling ACS Center contacts with those who need help—receiving visitors, giving general information, answering the telephone, serving as hostesses, doing clerical-secretarial work, publishing newsletters. However, it would be unfortunate if these activities—however varied—became stereotypes for ACS volunteer service. Many volunteer programs have become stagnant and weak due to constraining attitudes about the type and number of roles that can be assigned to volunteers.

In setting up the plan for ACS, the founders proposed that each Center's program be based on local needs and expanded as necessary. Several potential services suggested as general guidelines for individual ACS programs were provision of information concerning financial assistance, housing, transportation, medical and dental care, and legal assistance; the conducting of orientation programs for new military personnel and their dependents; and helping persons find resources to assist with complex problems such as physical disabilities. An overall guideline was to emphasize assisting dependents whose sponsors are absent from the immediate Army community.

A Center's program is additionally guided by the fact that the varied demand for ACS service helps to vary and determine the Center's activities. The increasing need for personal and family guidance and assistance is documented by the experience of ACS Centers. More than a half million requests for assistance—almost half of which concern financial difficulties or personal and family problems—are processed by the world-wide network of ACS Centers each year. Other major needs of Army community personnel have involved housing, special situations such as non-English speaking dependents, and mental or physical handicaps.

Thus, while one method of expanding ACS is for the Center itself to suggest projects, the requests for ACS assistance also provide many opportunities for volunteer service. If stereotyping of volunteer assignments is avoided, the service program of ACS can be expanded and made more responsive, and the ACS volunteer program will continue to develop into a more dynamic and significant effort.

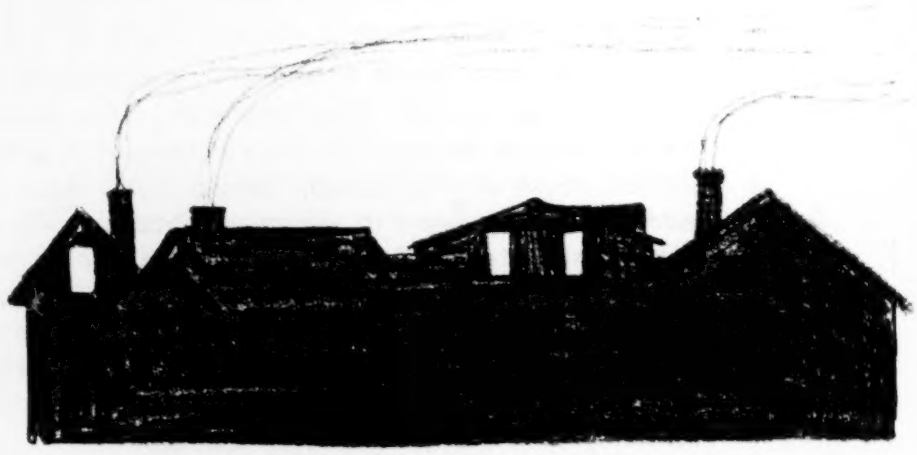
Examples of Ways to Expand Opportunities for Volunteer Service

There are many ways that volunteers can be involved in significant activities. For example, a special committee of ACS volunteers might be organized to assist the Housing Referral Service. (Such assistance is authorized by AR 210-51.) Committee members would constantly be alert to identify housing resources; through informal conversation about pending transfers of Army personnel, they could learn of potential housing vacancies, or, through newspaper articles or direct observation, they might become aware of construction of housing units, or individual units for rent or sale. All of this information would be provided to the Housing Referral Service.

Additionally, when people inquire about housing at the ACS Center and are sent to the Housing Referral Service, they would be contacted by a member of the ACS volunteer housing committee, who cooperates with the Housing Referral Service. This service might involve accompanying a family on an automobile tour of some of the neighborhoods in which available housing is located, answering questions about schools or facilities in different communities that offer housing resources, or providing information about the geographical distribution of Army personnel.

Another way for ACS volunteers to help meet the needs of the community they serve. People with financial problems often need more than just money, and ACS volunteers can help in many ways to relieve anxieties and to minimize certain problems connected with this type of difficulty. Information can be given about the different forms of financial assistance that are available. Trained volunteers can discuss principles and procedures of financial budgeting or related matters. Many suggestions concerning shopping and other aspects of home management can be shared between members of the same community, and this project would be an excellent way to involve volunteers who have home economics training.

More specifically, a Center can capitalize on other talents of its volunteers in specialized programs that can be most rewarding. Let us assume



that Mrs. Smith is a native of a European country who met her husband while he was stationed there and married him shortly before he was reassigned to the United States. Although Mrs. Smith knows a little English, she is reluctant to socialize or undertake certain responsibilities that involve talking or spending money. ACS volunteers can help Mrs. Smith with English classes on a group or individual tutoring basis; they can accompany her to the commissary, to the PX, to meetings, and to other events until she develops enough self-confidence not only to maneuver by herself, but to help others in much the same way she was helped. This would be a splendid means for actively involving volunteers who have foreign language skills.

As another example, families with handicapped children can be helped by ACS volunteers in ways that are meaningful and mutually satisfying. ACS volunteers can inventory local agencies and institutions that serve children with physical or mental disabilities and share this information with newly arrived families, or even with families who have not yet arrived in the post area but who will be arriving in the near future.

On the personal level, there are many problems that require much sensitivity, tact and discretion—qualities which many volunteers have, and can put to use effectively. Many volunteers also have personally experienced some of the same difficulties that confront the members of the Army community they are trying to help. Thus, while volunteers may not become directly involved in social work counselling, many can perform highly valuable services of auxiliary or supportive nature to marital counselling, survivor assistance, and emergency situations.

Indirect Service

Some volunteers will prefer to engage in indirect service activities such as conducting surveys or gathering data through correspondence and phone calls, and this preference can also be an asset to the Center. Developing directories of services available within the immediate area of the post is often a challenge to some volunteers. Related to this type of activity is the establishment or strengthening of liaison relationships with civilian agencies and programs in the communities that are close to the post.

Direct Service

Many volunteers want to be directly engaged in the provision of service to individuals or families. Their satisfaction stems from personal service to someone who can benefit from the assistance of an interested and trained volunteer. Such volunteers enjoy making regular home visits to widows of deceased Army personnel to reduce loneliness, provide comfort, encourage emotional stability, and bolster independence. Volunteers can lead discussions on child rearing, vacation planning, family hobbies, and many other topics helpful to families with or without particular problems. They also can interview persons seeking ACS assistance and help organize and operate special programs for exceptional children and youth, perhaps administered in cooperation with nearby civilian organizations.

Thus, the ways in which volunteers may participate within the ACS Center will depend upon, among other things, the following:

(1) The needs of the Army community being served
(2) The extent to which the Center staff agrees that volunteers offer special abilities and resources for extending the ACS program
(3) The organization of the volunteer program
(4) The emphasis placed on imagination and innovation
(5) Command acceptance of ACS and the volunteer service program.

A corps of volunteers will help the Center fulfill the objectives of Army Community Service if effective volunteer recruitment, selection, and training are combined with an approach that encourages ACS volunteers to serve in a broad range of assignments that are full of meaning.

Motivation, Morale, and Personnel Relationships

Section III

There are many reasons why people volunteer. Understanding the particular motives that guide volunteers into Army Community Service is important for the development of a successful ACS volunteer program, since motivation has considerable impact upon the volunteer's ability to participate effectively and satisfyingly in the ACS Center. Recognizing the motivations of volunteers will help to develop assignments that meet the needs both of the Center and of the people it serves. This is why the initial assignment should be as closely related as possible to the new volunteer's chief interest.

Common Motivating Factors

Some motivating factors that commonly direct volunteers to programs which help people are:

- The desire to be of service to others
- The wish to be part of a worthwhile cause or a significant community activity
- An interest in remaining active rather than becoming a spectator
- The desire to help others because of having been personally helped by the program
- The fact that the person was asked by a friend to participate
- An interest in exercising leadership
- A desire for recognition
- A desire to utilize special talents or skills
- The advancement of professional or social interests
- The desire to broaden a friendship circle or reduce loneliness

Motivation is complex in nature—an interest in becoming a volunteer may be the result of a combination of personal and social factors. Some of these factors might be recognized during the interview process; some can change as a result of experience and widening horizons. They should be used as a

foundation for increasing interest in Army Community Service and can be used as kindling for building a fire within the ACS volunteer.

The first days on a new job in new surroundings can be crucial to expanding motivation. From the beginning, the volunteer should sense a warm welcome and non-judgmental approach to personal reasons for serving voluntarily, and have a feeling of belonging that increases motivation to participate. The new volunteer requires guidance and continuous assurance of the important benefits being derived from volunteer service. Thus, the new volunteer should be made to feel wanted, and the concept of being a member of the ACS Center team should be reinforced. Expansion of motivating forces should be a valuable by-product as the ACS volunteer continues in various active service roles within the ACS Center.

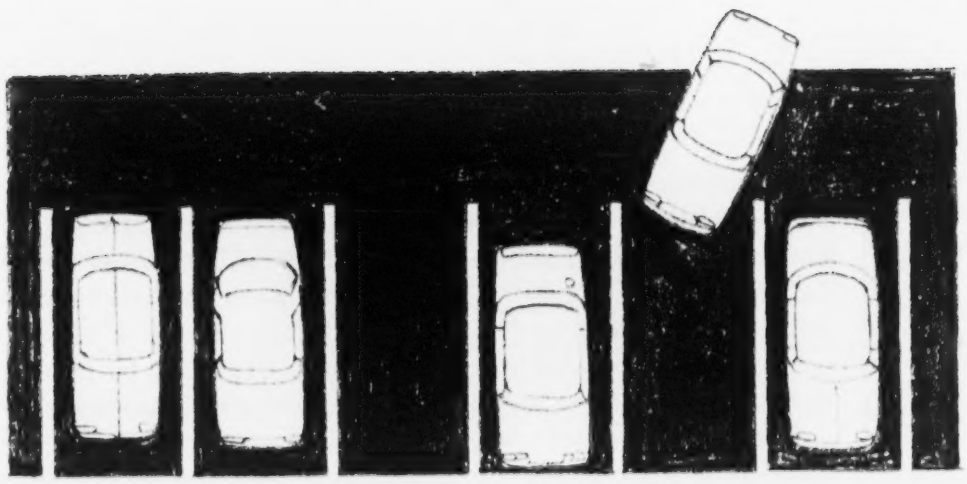
While motivation is important as an original stimulus for volunteer service, a volunteer's ongoing performance is affected by the degree to which the work is a source of continuing satisfaction. Maintaining morale is a vital aspect of any volunteer program, and the application of certain practices—on the basis of individual situations and particular circumstances—is an essential and continuous process.

The morale of ACS volunteers can be sustained by occasional mention of the personal benefits of voluntary service to the volunteer participants. These benefits might be expressed informally or during formal supervisory conferences. Some ways in which this may be done are to:

(1) Remind the volunteer how useful such service is to other people.
(2) Point out how ACS volunteer service provides opportunities to meet many interesting people.
(3) Point out how ACS volunteer participants become better informed about a variety of stimulating subjects.
(4) Emphasize the ways in which new knowledge and skills are being acquired.

Of course, a key part of maintaining morale is recognition. Formal recognition programs and ceremonies are important, but day-to-day satisfaction is at least equally significant. Displays of common courtesy and simple expressions of appreciation often provide more meaningful satisfaction to volunteers than fancy certificates or annually written letters. Provision of a special place for volunteers—such as a place to hang coats and keep belongings—makes a volunteer feel welcome and wanted, as do special arrangements for parking, snacks, coffee breaks, etc.

Publicity is another important method, since the morale of the entire corps of ACS volunteers can be improved by public awareness of their program and efforts. Feelings of worth to themselves and ACS, and convictions about the significance of Army Community Service can be reinforced through articles in newspapers, or reports on radio and television.



A newsletter, published by the volunteers themselves, can also be a tool for improving morale. Along with other values, an internal newsletter can develop and nurture an esprit de corps among volunteers. Such a newsletter might be distributed to all interested volunteers regardless of their current level of activity. This could help foster communication of the feeling that the ACS volunteer program is dynamic and important.

Morale can also be affected by the nature of organizational procedures and structure. For example, there are several benefits to having one person identified as being responsible for the ACS volunteer program. Clear outlines of committee functions and accurate job descriptions are helpful (see Appendix A), since volunteers are happier and remain active longer if their activities are closely related to the job as described to them.

The importance of matching tasks with a volunteer's interests and abilities also affects morale, since the continued interest of volunteers is substantially insured by keeping them actively engaged in important roles during their hours of contributed time and energy. This is one reason why assignments, to the extent possible, should be carefully related to the volunteer's interests and special talents. If volunteers sense there is uncertainty about how to involve them, they will develop doubts about continuing to participate in the ACS Center.

The alternating of responsibilities and the promoting of volunteers are practices that are keenly related to morale. All too often an agency assigns a volunteer to a particular job and never reconsiders the assignment. After the volunteer has faithfully and capably served in the assigned capacity for a long period of time, the agency leaders are surprised that the volunteer loses interest and affiliates with another agency.

In this regard, volunteers should feel free to express their dissatisfaction about particular assignments, or their interest in new assignments. If jobs have growth potential, volunteers should be promoted; if promotion possibilities are limited, then rotation and reassignment of jobs should be considered. If there is clear understanding about the importance of every job, rotation of jobs will be more acceptable to volunteers.

Consultation with volunteers is another source of personal satisfaction. Volunteers should be given opportunities—and encouraged—to offer suggestions about changing certain aspects of the ACS volunteer program or the ACS Center program itself. Through this manner of participation, volunteers not only feel useful and accepted, but they develop a sense of personal competence and knowledge. In addition, there will be an extraordinary impact on the total volunteer program as a result of revisions stemming from volunteers' suggestions. Volunteer interest will increase, and there will be more effort to be creative. Also, volunteers will experience increased feelings of usefulness and progress since their creativity may expand volunteer assignments and responsibilities.

Regarding another aspect of personnel morale, one of the strongest factors influencing interest and continued involvement in volunteer service is the relationship that exists or develops between people. A person may volunteer for a particular assignment because he wants to work with a friend or someone he admires. Later, new associations can develop through close working relationships. The development or maintenance of high morale can be measurably influenced by the nature of relationships between co-workers, whether they be fellow ACS volunteers or ACS Center staff.

Volunteer-Staff Relationships

This factor of interpersonal relationships has many ramifications and deserves special attention and consideration. In particular, the relationships between ACS volunteers and ACS Center staff are important because they have direct impact upon the effectiveness of services provided. Since the primary goal of all ACS personnel is the provision of the best possible service, a harmonious partnership is necessary between ACS volunteers and ACS Center staff, with all partners focusing on the objectives of Army Community Service.

The partnership relationship begins with sincere conviction on the part of major Army commanders, the ACS Officer, and the ACS Center staff about the importance and value of volunteers to the program of Army Community Service, as mentioned in Section I. Also required are the clarification about who will do what, the establishment of clear channels of communication to link parts to the whole objectives of ACS, and the constructive supervision that enables assignments to be performed both satisfactorily and satisfyingly. The development and maintenance of positive volunteer-staff relationships necessitates constant attention and continuous adjustment.

It is important that all of the ACS Center staff be involved in the development of the corps of ACS volunteers. As new staff members arrive, they should be informed they will be working with volunteers and given a clear orientation on the volunteer program.

Joint Activities

Joint volunteer-staff activities can be organized frequently. ACS Center staff members can participate in various aspects of the volunteer training

programs. Joint meetings of volunteers and staff can be scheduled periodically for such purposes as orientation, in-service training, or cooperative consideration of situations confronting the ACS Center. Such activities can build bridges of understanding that otherwise might not be attained.

More informally, parties at which ACS volunteers meet socially with ACS Center staff and Army leaders also can generate feelings of togetherness. At least one party each year ought to be provided entirely by resources of the ACS Center staff.

Communication also is a morale factor. Just as it is important to keep the ACS Center staff aware of developments in the volunteer corps, it is important to keep every volunteer informed about what is happening in the Center. Volunteers must not feel left out or that they are working as separate individuals, rather than as a team, within Army Community Service. If crises or problems arise that can be shared with ACS Center personnel, the volunteers should be taken into confidence as ACS Center team members. Whenever practical and appropriate, volunteers should be included in general meetings of the ACS Center staff; opportunities may arise for reports to be given by volunteers during Center staff meetings, and vice versa.

Personnel relations are especially important at the start of the volunteer's "career" at the Center. Beginning ACS volunteers may be confronted by a variety of new situations. Many will be making their first attempt at combining volunteer service with family, home, or job responsibilities, conflicts may arise concerning priorities. These difficulties can usually be alleviated through discussions during promptly scheduled supervisory conferences. Other complications common to new ACS volunteers can be prevented or reduced by establishing clear lines of authority and preparing clear job descriptions.

Supervision

In particular, the matter of supervision should be clarified from the very beginning. While it is not practical to suggest one procedure that will be applicable to all situations in all ACS Centers, it is desirable to have much of the day-to-day supervision delegated to qualified ACS volunteers. Although each ACS Center is different and local circumstances will have to be considered in order to delegate supervisory responsibilities, supervision is an area in which practices can reinforce the concept of the ACS Center team.

Conforming to Policy

ACS volunteers must realize that volunteer status does not include any special privileges aside from specific arrangements worked out for operational purposes. The authority of the Social Work Officer or NCOIC applies to all members of the ACS Center team. As welcome as ACS volunteers should be made to feel, they must also be made fully aware that they must comply with ACS Center policies and operating procedures.

Where ACS volunteers and ACS Center staff work side by side as partners with clear understanding of each other's responsibilities, and with

mutual respect for each other's abilities, then volunteer service flourishes and Army Community Service prospers—everybody benefits. The services and programs of the ACS Center can be expanded through collaborative participation by volunteers and staff. The Army community reacts positively to the obvious satisfaction of all ACS Center personnel, and to the expanded capacity of the ACS Center to help people. The end result is that more people receive service, and Army Community Service gains the respect and support of Army and civilian leaders.

Section IV Differences can be a Source of Improved Service

While ACS volunteers will have many similar characteristics, just as certainly it is the nature of volunteer programs to bring together people who are individually different in many ways. The important factor to consider is how to develop these differences into a dynamic program rather than allowing them to obstruct progress.

Common Differences

It is not possible to predict the number, type, or intensity of individual differences within the corps of volunteers. However, experience has shown some of the common differences to be in—

- Life experiences that produce different viewpoints and personal values
- Knowledge, skills, and specialized competence
- Customs and behavior patterns
- Age, sex, and marital status
- Race, religious faith, and national origin
- Personal interests or hobbies
- Political points of view

One important characteristic that may be peculiar to the ACS volunteer program is the presence of differences in military rank or military status.

It is important to recognize that differences will be present within the membership of the volunteer corps, and that the potential for differences to develop into impediments to service is real and should be considered seriously. As the ACS volunteer program grows larger, the number and range of differences among ACS personnel is likely to increase; in particular, the involvement of volunteers from different segments of the community will expand the nature and extent of differences. Directing these differences into positive channels can add a spicy flavor to ACS that will stimulate creativity and productivity. Harnessing differences into constructive competition can be a source of enjoyment and sharing, and can result in a higher quality of service.

There is no simple approach to ensuring that differences will not become obstacles to the effective operation of the ACS Center. However, certain steps may be helpful in reducing the likelihood of difficulties:

Steps to Reduce Negative Effects of Differences

First, make sure that every member of the ACS Center team is informed of the philosophy and mission that guide Army Community Service. The philosophy recognizes that a mixture of different ideas, knowledge, skills, and experience can result in better service. Differences are recognized to the extent that they can facilitate the ACS mission of helping all members of the Army community who need assistance or guidance. The ACS volunteer must constantly overcome any barriers to accomplishing the mission that might arise from differences among ACS Center team members. In particular, diminishing the importance of differences in military rank or status will require effort and attention; the ACS Center should be the shining example of how much can be accomplished when such differences are blended into the common objective of helping people.

Second, ACS leaders—military and volunteer—should be alert to potential or developing situations that stem from differences and might become serious obstacles to the effective operation of the ACS program.

- Be aware of sharp exchanges between volunteers, or between volunteers and staff.
- Be attentive to obvious personality clashes, or sudden changes in the work habits of volunteers.
- Try to keep informed about committees that are not progressing due to difficulties in decision-making.

A good way to prevent a serious upheaval is to resolve an adverse situation as promptly as possible. ACS leaders should closely observe warning signals and be prepared to take remedial action quickly. This may simply mean reminding the personnel of their obligations to ACS or it may require active measures, such as reassignment of certain volunteers.

It is inevitable—and desirable—that the corps of ACS volunteers include persons of different characteristics, as much of the growth of individual ACS volunteers will result from working with a variety of people. The differences should be neither overlooked nor magnified, but it should be recognized that some ACS volunteers will need considerable help to prevent differences such as rank or race from becoming barriers to cooperative working relationships. The presence of certain differences may be one of the most difficult aspects of participation for some ACS volunteers, and might require special attention through supervisory conferences and in-service training programs.

The astute ACS leader will be observant and skillfully extract the benefits of differences toward improved operation of the ACS Center and important benefits to the entire Army community.

3

Organizing and Developing a Volunteer Program

Section I — Basic Principles

Principles Underlying Program

The study of volunteer programs, operating in a variety of settings, has produced certain principles fundamental to the development and improvement of any volunteer program. These principles are directly applicable to the involvement of volunteers within Army Community Service:

(1) The participation of volunteers within ACS Centers is based on the conviction that the ACS program can be strengthened through a permanent and active volunteer program.

(2) Strong belief in the values of volunteer service should be shared by Army commanders, ACS Center staff members, and volunteers.

(3) All ACS Center personnel must clearly understand the volunteer's role, the volunteer's defined responsibilities, and the relationship between volunteer and staff.

(4) Realization that volunteer service extends the resources available to ACS Centers and expands the service capability of Army Community Service is an important factor.

(5) Personnel practices should be outlined for the guidance of the ACS Volunteer program. The ACS volunteer is to be considered a member of the ACS Center team.

(6) ACS volunteers are to be guided at all times by ACS Center policies; they do not independently inaugurate programs or services.

(7) The operational aspects–recruitment, selection, assignment, training, supervision, etc.–of the ACS volunteer program should be centrally planned and administered. One person is to be assigned responsibility for direction and coordination.

(8) The ACS volunteer program should be periodically evaluated for the purpose of maintaining efficiency, relevancy, and effectiveness.

(9) There should be appropriate recognition of ACS volunteer service through formal Army ceremonies, and informal ACS activities.

Section II — Goals and Objectives

It is essential to identify goals for a volunteer program. In many respects, the identification of goals is the initial phase of organizing a new

volunteer program. In any volunteer program, organization and structure, policies and procedures, and service effectiveness can be directly enhanced by the formulation and clear understanding of goals and objectives.

Primary Goal of ACS Volunteer Service

The primary and universal goal of volunteer service within all ACS Centers should be to help meet the needs of Army community members. This goal can be fulfilled by volunteers working cooperatively with ACS Center staff and each other, and by volunteers providing special services of direct or indirect help to military personnel and their families.

It is also necessary that subgoals be determined by ACS leaders—Army and volunteer—who are familiar with conditions prevalent in the community to be served. These subgoals can relate to the total volunteer program or to some special aspect of the program. In the case of a new volunteer program, it will be helpful to clearly outline subgoals in the early stages of organization. In relation to an existing volunteer program, established subgoals should be reviewed periodically to insure their clarity and to evaluate their relevance to current circumstances. Some examples of possible subgoals are:

Subgoals

- To enrich the program of the ACS Center by encouraging volunteers to contribute their unique resources and share creative approaches
- To develop innovative services in response to needs of the Army community
- To extend the scope and effectiveness of the ACS Center by incorporating special skills and experience of volunteers
- To expand awareness and understanding of the ACS Center throughout the Army community and the general population
- To help meet emergency and provisional needs of the ACS Center and the military installation
- To promote acceptance of volunteer service and recruit volunteers throughout the general area
- To promote better ACS Center—community relations.

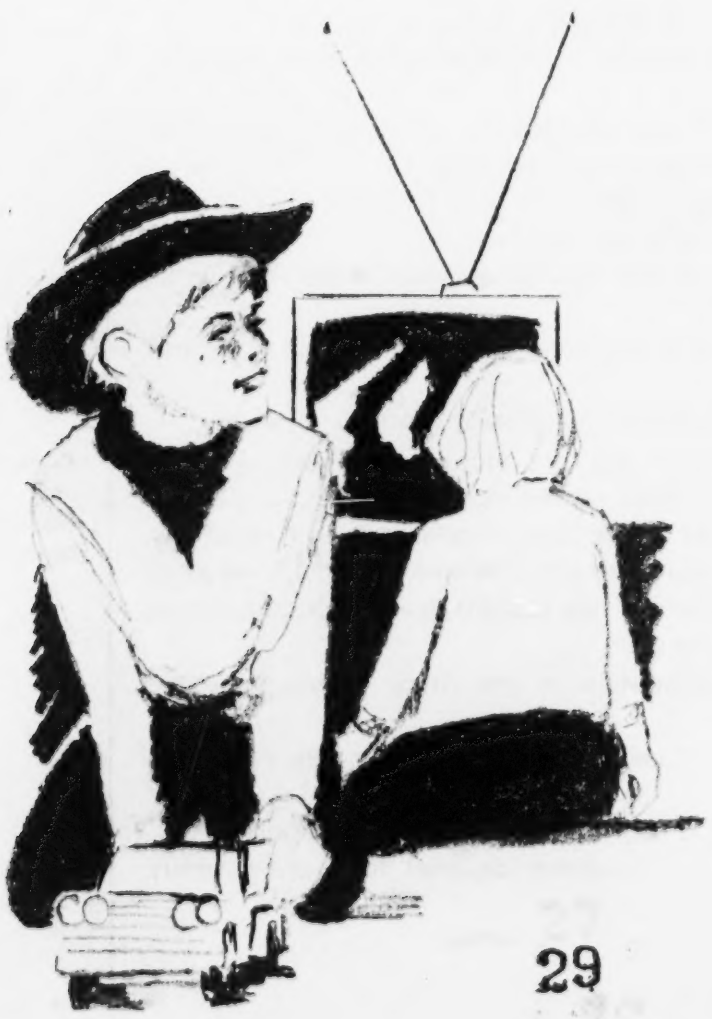
Examples of Program Objectives

The above goals are general and not mutually exclusive. Program objectives developed from these goals can be more specific, particularly in large ACS Centers that encompass a wide range of services. In such situations, objectives may be specifically related to activities such as Army Emergency Relief, travel assistance, orientation to new stations, housing, and nursery or day care programs. Some examples are:

- To facilitate the administration of the Army Emergency Relief program
- To assist newly assigned families to become familiar with the general community
- To provide special services to families in emergency situations
- To improve services and programs designed to improve family independence and stability

- To provide comfort and consolation to bereaved members of the Army community
- To reduce the loneliness and isolation of elderly or disabled members of the Army community
- To expand the operation of child-care programs and projects
- To sponsor informal education classes of special interest to members of the Army community
- To promote cooperative activities between ACS and other human service agencies.

Formulating goals and objectives is not an easy task. In fact, the first attempt at identifying goals and objectives can be very difficult and frustrating. Each subsequent effort is usually less difficult and often produces increasing satisfaction. Experienced administrators and volunteer leaders support the investment of time and energy required to outline goals and



objectives for volunteer programs. Studies have revealed that one of the most significant factors present in most successful volunteer programs is the existence of clearly outlined goals and objectives.

Involve Key Staff and Volunteers

Many direct and indirect benefits stem from the establishment of program objectives. The involvement of key Center staff and volunteer leaders in the decision-making will increase the advantages to the ACS Center program. Further, identifying goals can help with organizing the volunteer program, assist with recruitment, and improve program effectiveness by focusing attention on needs and resources. In turn, the volunteer program can become more vital and a greater source of volunteer satisfaction.

A Tool for Evaluating

Goals and objectives can be used for measuring a new volunteer program or as a tool for periodically reviewing and assessing a well-established corps of ACS volunteers. In all cases, goals can reflect the multiple benefits—to both the Center and the volunteer corps—and mutual purposes of the volunteer program. In turn, the Center and the volunteer program benefit the members of the Army community. Thus, to secure the highest number of potential benefits, the goals of the volunteer program should be clearly outlined, and the program objectives developed with these goals in mind.

Organization and Structure

Section III

Once the goals of the volunteer program have been clearly outlined, it is essential that a plan be formulated to attract volunteers, obtain maximum service from them, and retain their active participation. There is a definite relationship between the approach used to organize or administer a volunteer program and the degree of success achieved. Experience has demonstrated that a soundly organized plan expedites the initiation—or facilitates the improvement—of a volunteer program.

Write Your Plan in Detail

When organizing a volunteer program, allocate adequate time to plan it in considerable detail. It is not enough to mentally outline the organization. As the plan is being formulated, write it down. A written plan, outlining the vital elements, makes a program tangible and visible. This is true of both new programs and expansions or revisions of existing programs. Also, a written plan eliminates some of the uncertainty and provides concrete procedural guidance for many operational situations.

Many Approaches

Remember, a plan is a guide, a blueprint, a map. It charts a course of action and points out a way to reach goals and objectives. There is no "one" or "best" plan. Any given plan can be developed a number of different ways. For example, one approach would be to list all the different people who are important to the development and operation of the volunteer program. These individuals can be arranged in some orderly fashion according to the roles they play in relation to the program. In other words, the steps of the plan

might be outlined in terms of the key persons who are necessarily involved in program development and administration.

Another approach is to consider the services that will be performed by volunteers. Then a series of questions can be asked in relation to one or all of these services. How many volunteers will be needed to provide this service? How will they be recruited? How will they be trained and supervised? Who will do the recruiting, training, and supervising? By asking and answering a battery of questions, a number of steps will be identified. These steps can be arranged in some sequence that provides systematic direction.

Whatever approach is used to develop an organizational framework for the volunteer program, there are a few important points to keep in mind. One is to practice the concept of involvement. In the process of planning a new volunteer program, or reorganizing an established program, enlist the cooperation and assistance of two very important groups—some volunteers and some members of the ACS Center staff. It is a natural reaction for people to become enthusiastic about a program they have helped to develop or revise. Another benefit is the range of ideas that will be projected by people with diverse experiences. The advantages in terms of positive attitudes have been outlined in Chapter 2.

Involve Volunteers and Staff in Planning

Flexible Plans

Another point is to keep the plan flexible. In a program like Army Community Service, there are many unique situations, and conditions are subject to abrupt change. The ACS volunteers will have to be as responsive to these factors as the ACS Center staff. Any plan will need to be revised according to actual experience and current conditions—a rigid plan will soon become useless. ACS leaders will have to be willing to try a particular plan and agree to change it if necessary; there should be opportunities for volunteers and staff to offer suggestions for modification and improvement.

A third point concerns the basic significance of an organizational plan or the structural framework that is designed to illustrate an agency's pattern of operation. Written statements or structure charts do not guarantee the achievement of ACS objectives; and while a plan or a diagram can be a helpful tool to achieve a desirable goal, the needs of members of the Army community are not served by printed documents or neatly drawn charts. ACS programs and services are performed by people who have the skills, qualities, and interest that are essential to helping people help themselves. Plans or structure should not become ends; instead, they should serve as means or guides.

Service is Performed by People, not by Structure

One Approach

The following organizational plan is presented as an example of one approach to establishing a new, or reconsidering an existing, ACS volunteer program. It will be necessary to apply or adapt each of the proposed steps to the particular circumstances of an ACS Center and the community it serves.

Identify the Services Volunteers Might Perform — Step 1

This step will require that the program provided by the ACS Center be carefully analyzed to determine what services or parts of program might be assigned to volunteers. This analysis should involve all members of the staff, and, when possible, some experienced ACS volunteers. In the absence of ACS volunteers, persons who have been active volunteers in other social service agencies can be helpful. Valuable assistance can be obtained by consulting the Army Community Service Council.

Group the Services into Units and Outline Committees — Step 2

Since conditions in different Army communities vary, the programs of different ACS Centers will vary, and services will reflect these variations. Also, the size and nature of your Center staff will have a special impact on program. All of these factors will affect the quantity and purposes of your volunteer committee structure.

Prepare Job Descriptions for All Leadership Positions — Step 3

After services have been assembled into units of work, and committees have been designated, the next step is to identify leadership positions. Some positions to be considered are Volunteer Service Supervisor, Assistant Volunteer Service Supervisor, and a Chairman and Assistant Chairman for each committee. It may be appropriate to identify some special leadership positions as individual assignments.

It is important that each leadership position be defined and specific duties be delineated. This means preparing a Job Description for each leadership position. Such descriptions commonly include job title, work to be performed, and preferred qualifications. (Sample Job Descriptions are included in Appendix A.)

Prepare Personnel Practices for Volunteer Service — Step 4

The Army has been generally successful in personnel management through years of experience. The benefits of sound personnel management are (1) effective utilization of human resources, (2) desirable working relationships among all members of the organization, and (3) maximum individual development. Much of the success of the Army has resulted from the application of soundly developed personnel practices.

The objectives of personnel administration are as valid for ACS volunteers as for ACS Center staff members. In both cases, there is the aim of

helping individuals to utilize their capacities to the fullest. Perhaps there are even greater advantages in making sure that the volunteers obtain satisfaction from their work as individuals and as members of a group.

The guidelines on personnel practices need not be elaborate. The significance of such a document is that certain information can be distributed to every ACS volunteer. Some basic information might be included, such as (1) post regulations, (2) key procedures related to the use of Army equipment, including the telephone, (3) policies related to personal appearance and decorum, (4) the importance of confidentiality of records and information, and (5) any special conditions that are relevant to the ACS Center facilities or program.

The personnel practices could be included in a folder along with other materials and information of interest to the volunteer. It is important to date these materials, since there is widsom in a periodic review for up-dating.

There is substantial value in encouraging and providing opportunities for ACS volunteers to participate in the original preparation and periodic review of personnel practices. Involving the volunteers can help produce more useful and realistic documents.

Step 5 — Obtain a Volunteer Service Supervisor and an Assistant Volunteer Service Supervisor

The persons selected for these positions should possess attributes and capabilities that are related to the duties to be performed. Certainly, these individuals should have experience as volunteers, and should be familiar with the purposes and program of Army Community Service. Since the ACS program is designed to serve the entire Army community, there is value in considering procedures for alternating the two positions between persons who represent officer and enlisted personnel. This alternation can be facilitated by establishing specific lengths of time for serving in leadership capacities.

Direct responsibility for the overall direction and administration of the ACS volunteer program can be delegated by the ACS Officer to the Volunteer Service Supervisor. It is essential that one person have primary responsibility for the coordination of the volunteer program, and also provide liaison with the military leadership which retains ultimate responsibility for the entire ACS Center program. The Assistant Supervisor normally succeeds the Supervisor upon completion of the specified length of service, and can readily replace the Supervisor in case the latter suddenly moves away.

Step 6 — Formulate Procedures and Guidelines for Important (Operational) Components of the Volunteer Program

Some of the commonly identified components of programs involving volunteers are Recruitment, Interviewing and Selection, Assignment, Training, Supervision, Evaluation, and Recognition. Key volunteer leaders and

members of the ACS Center staff should be involved in the formulation of these procedures, and the procedures should reflect current objectives, standards, and criteria. These might be improved through periodic review and revision.

Prepare Forms for Record Keeping — Step 7

While there is considerable merit to limiting the number of forms and extent of paper work to be incorporated within the ACS volunteer program, it is important to maintain two forms: "Application for Volunteer Service" and "Request for Volunteer Service." (Sample forms are in Appendix B.)

Provide Space for Volunteers — Step 8

Establish a base of operations for ACS volunteers. An office would be desirable, as volunteers need a place where they can assemble, talk, obtain information, and relax. A special area for volunteers fosters a sense of unity and identification, and enables volunteer leaders to maintain continuous contact with volunteer workers.

Outline a Classification of Volunteers — Step 9

It will be helpful for Army Community Service to have a standard classification of volunteers. A classification system will be useful in relation to recruitment, assignment, and recognition of volunteers.

There are many ways to classify volunteers. One approach is to differentiate between Service and Administrative Volunteers. The Service Volunteer works directly with members of the Army community who need assistance. Administrative Volunteers perform such tasks as typing, filing, preparing reports, compiling directories, or publishing a newsletter.

Another approach is to consider the time aspect of jobs to be performed by volunteers. There could be Long-Term Volunteers, Short-Term Volunteers, and Substitute Volunteers. Long-Term Volunteers are those who indicate a willingness to serve for a minimum period of several months. Short-term Volunteers indicate a specific period of several weeks as the extent of their availability. Substitute Volunteers express interest in helping out in emergency situations or working on a specific activity that is a one-time type of project.

Another approach is to outline the three categories of Regular, Auxiliary, and On-call Volunteers. Regular Volunteers are those who agree to perform specific assignments on a continuous schedule of a minimum number of months and involving a certain minimum number of hours per week. Auxiliary Volunteers are those who agree to perform specific assignments on

an occasional basis that is scheduled according to individual circumstances, seasonal conditions, etc. On-call Volunteers are those who are available for spot assignments of short duration with little advance notice.

Whatever approach is used, it is important to involve ACS volunteer leaders and ACS Center staff members in the establishment of the volunteer classification system. Consideration will need to be given to relating the categories with such things as uniforms, training, supervision, record-keeping, and recognition.

Step 10 — **Volunteer Manuals, Center Newsletter, and Similar Matters Should be Considered**

There are several special tools and activities that can be incorporated within the volunteer program. These will be affected by circumstances within the Center, the installation, and the Army community to be served. Center staff members and key volunteer leaders will have important suggestions regarding these activities, and their involvement in decision-making is beneficial. The efficiency and morale of Center personnel can be improved by incorporating special activities and helpful materials.

The ten steps outlined above represent one skeletal system of organizing or revising a program of ACS volunteer service. Other methods may be designed and adapted to the particular situation.

Two General Points

Two points are generally applicable to most situations:

- Some form of organizational plan will facilitate the organization of a new ACS volunteer program, or the review and revision of an existing ACS volunteer program.
- Some centralized standardization of certain aspects of all ACS volunteer programs is necessary for efficiency and effectiveness. However, the innovation and enthusiasm that accompany flexibility should not be forsaken. Careful consideration and discussion by all concerned parties, including members of the Army community to be served, will provide guidance on decisions about needs for standardization.

Section IV — Outlined Duties and Functions (Job Descriptions)

Careful planning is required to help assure good experiences for ACS volunteers. The program of the ACS Center should be divided into manageable, interesting, and attractive combinations of activities through a realistic analysis of the services to be provided and the necessary administrative procedures. Center functions and the duties of personnel can be defined as a result not only of program, but also of job analysis.

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Job Analysis

Job analysis is a procedure for determining the what, how, why, when, and where of a given job to be done, and the demands that the job will make upon a worker. Job analysis clarifies personnel assignments and achieves greater understanding and continuity. Lines of organization and supervision are defined, job requirements are detailed, and the Center staff can better understand volunteer assignments.

Job analysis can involve four procedural steps:

(1) Examine the experience of other ACS Centers and other volunteer programs, including actual Job Descriptions being used in these other settings.

(2) Review and discuss materials received from other programs with ACS Center staff and key volunteer leaders.

(3) Prepare a preliminary Job Description, combining elements of the borrowed materials and the suggestions of ACS personnel.

(4) Evaluate the preliminary descriptions by having volunteers record their experiences for a specified period of time, after which they suggest changes.

(5) Write the Job Description in final form, incorporating suggestions from all sources. (For sample Job Descriptions, see Appendix A.)

Job Descriptions

Job analysis can be useful in developing Job Descriptions for every volunteer position in the ACS Center; however, this is not always essential. As in the case of structure, service is not performed by descriptions, but rather by people.

The matter of extensive development of Job Descriptions is a decision for each ACS Center, as the circumstances of each Center will influence the course of action. Important factors such as length of time the Center has been operating and the current nature of the volunteer program will probably be seriously considered. It should also be recognized that Job Descriptions can be helpful in recruiting, interviewing, assigning, training, and supervising volunteers.

Job Descriptions should be developed for each leadership position, at least, within the corps of volunteers. This will help the total operation of the ACS Center in terms of arranging workloads and clarifying important working relationships. Also, Job Descriptions can help to relate responsibilities of volunteer leaders with duties of the Center staff members, and can facilitate coordination and communication among all Center personnel.

Job Descriptions can vary in terms of general content and specific wording. Certain elements are commonly included in most Job Descriptions:

(1) The job is given a title that is descriptive of the responsibilities which the volunteer will be expected to fulfill.

(2) The primary objectives and activities are explained in sufficient detail to give guidance not only to the volunteer filling the position but also to supervisory personnel.

(3) The preferred qualifications are outlined, including skills or knowledge obtained through practical experience or educational programs, personal attributes, and any special or unique characteristics.

(4) Lines of accountability are clearly designated, and other important working relationships are explained.

Some Job Descriptions include other elements in great detail, such as special working conditions, the length of time a particular position is assigned, or the use of a probationary or trial period. The scope and detail of the descriptions may be periodically modified according to the needs and experience of the ACS Center.

Several Points to Consider

There are several points to consider in relation to the development and continuous use of Job Descriptions.

In order that the description be as accurate as possible, ambiguous and vague terms should be avoided in order to achieve a high degree of clarity and understanding. Flexibility should be emphasized in the outlining of responsibilities. While the volunteer should know the time a certain job requires, it is important to recognize the volunteer's obligations to family or other interests. (Thus, the plan might prepare for untimely situations by including a procedure for notification and substitution so that the volunteer program will function with continuity and efficiency.)

There is another aspect of flexibility that is important: If Job Descriptions are considered helpful guides, it is possible to be flexible in matching people with descriptions. The Descriptions can vary with the volunteers who accept particular positions. By using Job Descriptions in this manner, it will be possible to involve volunteers more creatively. Fit jobs to people rather than people to jobs.

Job Descriptions should be periodically reviewed, with volunteers directly involved in the review process. Conditions may change and experience may suggest ways of reorganizing activities into more efficient combinations.

Job Descriptions can be helpful in evaluating and promoting volunteers. A volunteer can measure himself, or be measured, against the objectives outlined in a given description. A volunteer interested in being assigned greater or different responsibilities can work to acquire the qualifications outlined in a particular description.

Volunteer Awareness and Review

ACS volunteers should become aware of Job Descriptions in their early contacts with the Center. In most cases, Job Descriptions will be discussed during the volunteers' interviews, and the process of assignment will also involve Job Descriptions. Orientation or other phases of training provide opportunities for explaining how descriptions are developed and for encouraging constructive suggestions for improving them.

It is important for ACS volunteers to understand that the way a job has been performed in the past need not result in a permanent Job Description.

The efforts of earlier ACS volunteers will not be forgotten or overlooked, for they were "pioneers" of a new program in a new era of Army history. However, there is value in recognizing that Army Community Service and ACS volunteer service must be continually reviewed and improved. Realistic and carefully prepared Job Descriptions for some or all ACS volunteers can help the ACS Center provide the best service possible to the Army community.

Committees

Section V

Specific Function Committees

Separate committees can be organized for each major function of the ACS volunteer program. The committees can be classified as either Service or Administrative.

Service committees might include: ACS Office, Lending Closet, Welcoming and Home Visitation, Emergency Service, Nursery or Day Care, Housing, Interviewing, Service to Disabled Persons, Service to Widows, Waiting Wives, Language Interpretation and Instruction, Future Citizens, Blood Bank, and Big Brothers. Administrative committees might include: Recruitment and Public Relations, Leadership Development (or Nominating), Finance, Training, Recognition and Special Events.

These may be more committees than the corps of ACS volunteers can administer or may be beyond the scope of the present volunteer program—local circumstances will greatly influence the committee structure for organizing ACS volunteer service. However, it should be recognized that the existence of a large number of committees has several benefits: There are more opportunities for rotating volunteer assignments among a wide variety of activities, and there are more leadership positions for purposes of promotion.

Committee Leaders and Composition

Every committee should have a Chairman and Assistant Chairman; and as far as practical, the persons in these leadership positions should be representative of the Army community. The distribution of leadership roles among various segments of the community population will demonstrate that Army Community Service is a program for all members of the Army community.

However, qualifications such as knowledge or special skills are important factors in selecting committee leaders. Wherever practical and appropriate, experienced volunteers should be promoted to leadership roles. This means considering Assistant Chairmen as replacements for Chairmen, and promoting experienced committee members to replace Assistant Chairmen.

Two additional considerations are important in relation to committee composition: The interest or special skills of the potential committee members, and the extent to which committees reflect the Army community.

It may not be possible to apply these considerations in certain instances, and their importance will vary according to the nature and function of each committee. Interest or special skills are relevant in relation to a Big Brothers Committee or a Language Interpretation and Instruction Committee; representativeness of elements of the Army community has special significance in relation to a Recruitment and Public Relations Committee.

Committee Size

The success of committee operation is related to committee size. There is cause for concern in either of two situations—committees with too few members or those with too many members. In particular, it is undesirable to have a committee with so many more members than are needed that some never get actively involved in the program. It is easier to cope with the discouragement that often results from overworking too few committee members than to overcome the disinterest and disappointment that commonly result from lack of active participation. Once it is determined how many volunteers are needed to perform the functions of a particular committee, assignment of volunteers should be as close as possible to that number.

Committee SOP

It may be helpful to outline a Standard Operating Procedure (SOP) for each committee. Such an SOP might contain some or all of the following components:

- Official charge, explaining the function of the committee
- Scope of the committee's sphere of activity
- Chain of command, clarifying the accountability and responsibilities of committee leaders and members
- Composition of the committee, including a range in size and some of the skills or knowledge preferred or necessary.
- Services to be performed through the committee
- Procedures or practices to be used by the particular committee
- Special information that will assist the committee in operating efficiently and effectively.

An SOP can be considered a group Job Description for all the members of a particular committee. (Sample Committee SOP outlines are in Appendix A.)

Working Relationship

Basically, since the function of each committee is to plan and implement a particular program, success will be more attainable if there is a harmonious working relationship between committee members and leaders. Equally important is the coordination of plans and programs of the different committees. In particular, the Volunteer Service Supervisor and ACS Officer should be continuously informed of plans and current activities of all committees. This type of cooperation and coordination may be improved by the development of an organizational chart. (Samples of such charts are in Appendix C.)

Committee Meetings and Relevance

Committees should meet when necessary. Since meeting without a meaningful reason can irritate committee members, it is possible to establish a regular timetable of meeting dates, but to cancel or postpone meetings if there is no business of consequence.

A committee that does not meet very often should be reviewed. It might be a matter of poor leadership, or it might be that the committee has no valid function. If the function of a committee is no longer considered to meet a real need within the Army community, the committee can be either disbanded or given a new and more relevant mission.

Organize a Coordinating Committee

It is advisable to organize an ACS Volunteer Service Coordinating Committee. Such a Coordinating Committee can be helpful in guiding the development of the volunteer program, can improve the coordination of activities conducted by specific function committees, and can provide an effective means for liaison with the ACS Officer. Alert and active members can help the Coordinating Committee serve as a channel for the continual identification of program needs, and provide a sounding board for proposing services that might be performed by ACS volunteers.

Specific Terms of Service for Leaders

Just as a variety of committees offers a variety of leadership positions, specifying the lengths of time for serving in ACS volunteer leadership positions helps foster opportunities for rotating leadership roles and for promoting capable volunteers. All leadership positions should not necessarily have the same length of time in service—there could be serious difficulties if all leadership terms of service expired on the same date. Also, it is helpful to have some provision for ACS volunteer leaders to serve more than one term in a particular office.

In this framework, there can be valuable benefits from a well-organized program of volunteer service, as relevant and active committees can help guide the ACS volunteer program to success. However, committee structure is not independent, but part of the Center's machinery: Like other parts of Army Community Service, the volunteer committee structure will be more likely to contribute to the success of the ACS Center if the concept of involvement has been practiced from the beginning and throughout every aspect of organizing and developing the volunteer program.

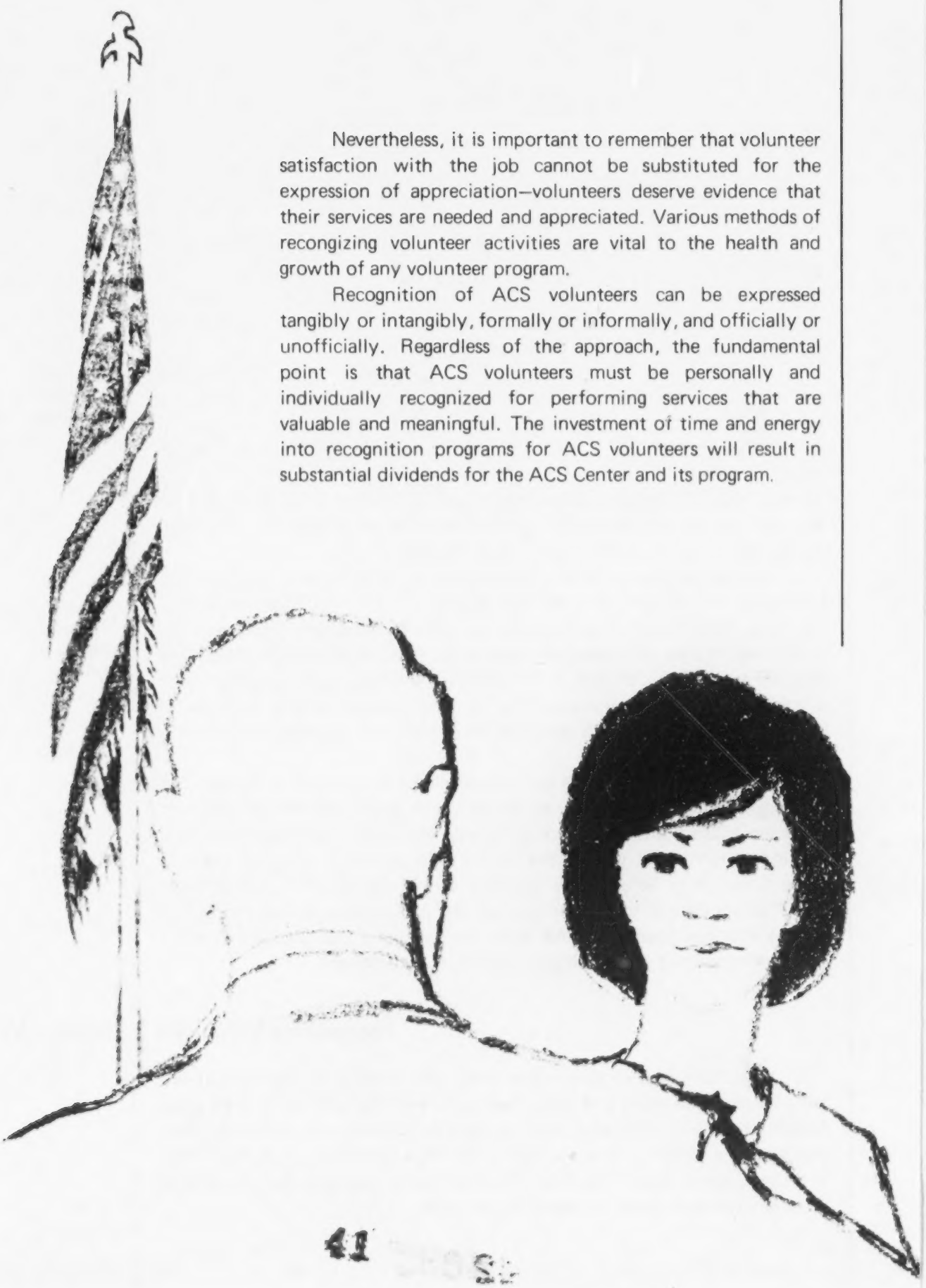
Recognizing Volunteers

Section VI

Volunteers receive satisfaction from participating in important events and activities. The sharing of ideas, feelings, knowledge, and action with other people who are concentrating their energies on human needs and community problems is a powerful motivational force. Thus, participation as a volunteer in a significant program like Army Community Service provides a number of rewards which vary from volunteer to volunteer.

Nevertheless, it is important to remember that volunteer satisfaction with the job cannot be substituted for the expression of appreciation—volunteers deserve evidence that their services are needed and appreciated. Various methods of recongizing volunteer activities are vital to the health and growth of any volunteer program.

Recognition of ACS volunteers can be expressed tangibly or intangibly, formally or informally, and officially or unofficially. Regardless of the approach, the fundamental point is that ACS volunteers must be personally and individually recognized for performing services that are valuable and meaningful. The investment of time and energy into recognition programs for ACS volunteers will result in substantial dividends for the ACS Center and its program.



Recognition can be grouped into many types or categories. There can be recognition for number of hours, for supervision, for innovation, or for consecutive years of service; there can be recognition for performing a specific job such as planning a party for mentally retarded children, for making recruitment posters, or for serving as members of a transportation or home visitation committee for several years. The categories or types are not as important as the nature and meaning of the recognition.

Simple Ways

Recognizing individual volunteers as persons is very important. Simple actions such as calling the volunteer by name or inquiring about the reason for an absence on a scheduled day to let him know he was missed will serve this purpose. An intangible but effective form of recognition is to refer to ACS volunteers as special custodians of the Army tradition of caring for its own.

Volunteers who perform special jobs can be given letters of appreciation or certificates of achievement. Consulting a volunteer about matters related to the job or asking for suggestions to improve the Job Description are forms of recognition. Another is providing a special place for volunteers to assemble, and arranging for parking space near the ACS Center.

The awarding of the ACS volunteer pin, ACS year guard, or ACS uniform are forms of tangible recognition of volunteer service. AR 608-1 outlines a wide range of awards which may be presented to volunteers in local ACS activities. Designing a series of awards, such as a set of certificates which vary in size or in color of seal, or different emblems for display on uniforms, assures that every volunteer is recognized in a tangible way.

Special Techniques

Some special techniques can be used to extend individual recognition that is earned by unusual work quality, dependability, or length of service. One of the most rewarding of these is to re-assign or promote a volunteer to a position of greater responsibility or increased skill, especially if he also possesses qualifications or potential for leadership roles.

Another technique is use of feature stories in the ACS newsletter, or in the post newspaper and other news media, as most volunteers enjoy such recognition before or after a job is performed. Other types of recognition are selection to serve as a representative of the ACS Center at important events on and off post, and being invited to assist with the training program for ACS volunteers.

Military recognition of individual ACS volunteers can be extended by major Army commanders and installation commanders. Awards presented by military officials are particularly good events for publicizing through Army and civilian news media. AR 672-20 outlines the criteria and procedures for these awards.

Public Recognition Ceremonies

Public recognition ceremonies should be arranged periodically, at least annually. At such functions, as many volunteers as possible should be

individually recognized. Invitations to these ceremonies should be extended to family members, high-ranking officers of the Army community, and prominent officials of nearby civilian communities. The widest possible news coverage should be arranged for these ceremonies—news media can be provided in advance with accurate lists of all volunteers being recognized and all the important officials expected to participate.

The building for the ceremonies should be a facility used for prominent activities, with decorations arranged to add attractiveness and dignity to the event and refreshments to add to the enjoyment of those who attend. The ACS volunteers are to be seated so they are easily visible and obviously the "guests of honor."

Sincere and Appropriate

Regardless of the method used, recognition should not be overdone, artificial, or insincere. Volunteers want recognition that has been earned individually to be given individually, and not in a wholesale, uniform procedure. By the same token, acknowledgement of service should be well-deserved, in proportion to the service rendered, and honestly fitted to the quality of each volunteer's performance.

Criteria and Records

These aims require the application of sound criteria and the maintenance of accurate records to measure volunteer service. To define eligibility for different types of recognition, many questions will have to be asked and answered in order to establish categories and criteria; circumstances within the particular ACS Center will influence the design of a recognition program for ACS volunteers.

As guidance in maintaining information about volunteer assignments and hours of service, AR 608-1 outlines the crediting of hours spent in training activities, the awarding of hours to volunteers performing "on-call" duties, and the awarding of extra credit to leaders of ACS volunteer programs. However, not every situation can fit neatly into the recording categories outlined by the Regulation, and some unique situations may require very special consideration. As in the case of criteria, it will be necessary for some decision-making to be done by leaders of every ACS Center to design a recording system.

Volunteer Records and Recognition Committee

The Volunteer Service Supervisor is designated by AR 608-1 as being responsible for maintaining records of assignments and hours of service. It is suggested that this responsibility be shared with, or delegated to, an Administrative committee on Volunteer Records and Recognition. It is advantageous that ACS volunteers be in charge of recording volunteer service, and particularly appropriate that ACS volunteers be responsible for preparing and implementing recognition programs for deserving volunteers. Such assignments are in keeping with the concept of involvement, and are very direct and important projects in which to involve ACS volunteers. A record of volunteer service can be maintained on the reverse side of the "Application for Volunteer Service" form. (A sample of this form is in Appendix B.)

It is true that awards and ceremonies are only symbols. However, they are cherished symbols: They are the "pay" that volunteers receive for their valuable contributions. Volunteers need to know that their services are appreciated; the community needs to know that volunteers are helping the Army take care of its own through Army Community Service, and one of the greatest forms of volunteer satisfaction is obtained when volunteers know that the community is indeed aware of their service.

Facilities and Finances

Section VII

Certain resources are important to the efficiency and effectiveness of programs designed to help people who need guidance and assistance. In particular, programs that encourage volunteer participation recognize the necessity of providing certain facilities and financial resources to the volunteer components of their agencies.

Attractive Office Space

Successful volunteer programs have office space that is attractive and affords some privacy. Some agencies provide rooms with lockers for personal belongings, comfortable sofas and chairs, modern office furniture and related equipment, and facilities for relaxing. Potential volunteers and members of the community are impressed by the image of importance and efficiency that these volunteer facilities project.

Parking

Parking space should be provided for the specific use of volunteers. A certain number of parking spaces should be reserved for the exclusive use of volunteers during certain periods of time.

Sundry Fund

AR 608-1 provides for the establishment of a nonappropriated sundry fund, which is useful for internal operation of ACS activities and for small expenditures related to the volunteer program. Such a fund permits flexibility in responding to special situations and permits creative activities on special occasions. Organizations such as wives' clubs are a potential source of contributions to the sundry fund.

The extent to which any particular facility, space arrangement, or equipment is a basic necessity of the ACS volunteer program will depend upon the particular circumstances of the ACS Center and its program. It may be a matter of priorities, or of time and growth. The factors are numerous, and actually best known by the leaders of each ACS Center. For this reason, while an ACS volunteer program may operate temporarily without certain facilities, equipment or other resources, serious consideration should be given to items identified as essential by ACS volunteer leaders.

In any case, a base of operations is necessary to centralize volunteer leadership, volunteer materials, and personal belongings of ACS volunteers while they are performing service. Further, if interviewing is conducted by volunteers, there must be some degree of privacy provided. Supervising

conferences or small meetings of volunteers also require some type of private office space. Equipment that is basic to services being performed should be available and easily accessible.

Section VIII Cooperation With Other Programs and Communities

There are many Army programs that have been providing services to military personnel for years, and there are many nonmilitary agencies that have also been helping Army personnel for a long time. All of these programs and agencies have established patterns of operation and interagency relationships. Some of the programs involve volunteers, and have developed strong relationships with leaders of both the military and civilian communities.

Advantages of ACS

Army Community Service is a new program, in its early stages of development, where volunteer participation is encouraged, if not required. Some features of ACS give it unique characteristics and advantages, such as being young and new in an era when traditional programs are being questioned. Further, there is often a certain special attractiveness about a new program in a society that promotes change and progress.

There is a special role for Army Community Service to fulfill within the Army community. In certain respects, ACS is smaller in scope than some civilian agencies which are large and very diverse. Being a young program also means that ACS has not developed a massive structure and numerous firmly entrenched operational procedures. Also, the guidelines provided in AR 608-1 are general ones, and leave room for flexible development, variation, and change.

Mutual Benefits of Cooperation

Many other programs and agencies have valuable experience to share with ACS. In many ways, the other programs and ACS will complement and supplement one another. There are numerous mutual benefits to be realized, particularly in the development of the ACS volunteer program, through close cooperation and positive working relationships. The ACS volunteers, who are walking advertisements for the Center and its volunteer program, serve two important functions in the process of building positive working relationships with other programs and communities: They serve as ambassadors to both the Army and civilian communities, and can help strengthen support for ACS by increasing community understanding of the Center's program.

The degree of community support for Army Community Service will be reflected in the attendance of community leaders at open-Center tours, their participation in and publicity for ACS volunteer recognition ceremonies, their service on ACS volunteer committees, and their assistance in recruiting ACS volunteers.

Through cooperative arrangements and cordial working relationships, it is possible to receive considerable assistance in the development of an ACS

volunteer program. Joint recruiting campaigns may be conducted, joint recognition ceremonies may be organized, and volunteers active in other programs may assist in ACS volunteer training programs as a result of these and other joint activities. As other organizations and community leaders become more aware of the needs of ACS volunteer programs, they might donate or share facilities, equipment and other resources.

Joint Endeavors

There are general benefits—not only to ACS but also to all programs involving volunteers—that can be realized by developing close interagency cooperation and by achieving positive working relationships with community leaders. There can be a general increase in support for volunteer service, or there might be friendly competition to stimulate response to volunteer recruitment campaigns. In addition, volunteers in different programs and communities are given greater opportunities to become acquainted, exchange ideas, and share knowledge and experience.

General Benefits

In these ways, ACS volunteer service may become the catalytic agent for a higher level of cooperation between volunteer programs operating within the communities served. Also worth considering are the potential benefits that such cooperation extends to the corps of ACS volunteers, the ACS Center program, and the people that the ACS Center serves currently and in the future.

Importance of Command Support

Section IX

The welfare of Army personnel has traditionally been the responsibility of unit and installation commanders. Therefore, it is important to commanders and to the entire Army community that the ACS program be fostered, understood, and publicized. In this connection, it is essential that Army commanders at all levels show personal interest in Army Community

Service. The interest should be translated into action with visible evidence of wholehearted support so that the role and function of ACS will be more widely understood, accepted, and supported.

However, as a word of caution, the command's influence concerning Army Community Service should not be so authoritative and officious that personnel feel ACS is being "pushed down their throats." A genuine interest and concern for the success of the ACS program will be much more infectious and inspire greater positive response within the Army community.

Command Support Benefits ACS Volunteer Programs

The ACS volunteer program will directly benefit from active command support. There is clear indication that the stronger and more dynamic ACS volunteer programs have received considerable attention from key commanders and the active participation of their wives. With this type of command support, volunteer programs flourish. Members of the Army community, representing all segments and elements, are encouraged to participate, with the result that special talents, new ideas, and creativity flow into the ACS Center and extend the scope and effectiveness of the ACS program.

Command support is directly related to many of the factors important to the development of successful ACS volunteer service: Inadequate space and facilities can handicap the operation of an ACS volunteer program; volunteers will often feel uncomfortable about not having a special place to meet with supervisors or other volunteers; and some volunteers who want to serve on a transportation committee may change their minds when they discover that they must hunt for places to park their own cars.

Enthusiastic volunteers can become disappointed if Army commanders are continuously absent from recognition programs and other special events. The lack of funds with which to purchase simple decorations, or items to make an office more efficient, can be discouraging to persons who voluntarily contribute time and talent.

These examples may seem like minor situations or circumstances to some people who are not directly involved. However, there have been many instances when volunteers who had to cope with these inconveniences or disappointments eventually got "fed up" and became active in other organizations.

ACS Officers are Liaison with Commanders

In order to obtain and retain command support, the ACS Officers must do their part. They share responsibility for keeping unit and installation commanders informed about the Army Community Service program, as in communicating the successful activities and urgent needs of ACS to the appropriate commanders. ACS Officers should establish and maintain a good two-way communication system with all levels of command. While official meetings may be a means of obtaining command advice or explaining a serious need within ACS, informal encounters with commanders can be used

to describe a specific volunteer activity, explain new ACS programs, or share a particularly dramatic situation that was resolved with the help of ACS volunteers. Commanders who receive invitations to volunteer meetings or ceremonies from volunteer leaders should also receive a personal invitation from ACS Officers.

Of course, it is necessary for ACS Officers to be committed to the development of increasingly effective ACS volunteer programs. In many respects, the degree of command support which ACS volunteer programs receive depends upon the extent to which ACS Officers and ACS Center staff members work to gain understanding and acceptance from the Army community and its leadership.

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4

Recruiting, Interviewing, and Assigning Volunteers

Section I

Recruiting

Volunteers are Everywhere

Volunteers and potential volunteers are everywhere: They are male, female; young, middle-aged, older; on-post, in nearby cities, in school; married, single; actively employed, and retired. They reflect all kinds of economic, social, racial, religious, ethnic, and educational backgrounds.

However, getting enough volunteers—first-rate volunteers—is not a simple matter of a radio or TV spot announcement, a newspaper article or window poster, one or two phone calls, or a speech before a civic-service organization. While it is true to state that volunteers are everywhere, it is also valid to caution against an unrealistic attitude about a quick-and-easy formula for obtaining an adequate and competent corps of volunteers.

Recruiting Requires Planning

Volunteer recruitment is a vital process that requires careful planning. A recruitment plan can be formulated on total volunteer needs of the ACS Center, or it can consider special programs that occur at certain seasons of the year. A recruitment campaign can span one month or a longer period of time. Recruitment is actually a year-round activity, but most organizations plan short-term recruitment efforts during the course of a program year. For example, one successful organization conducts special recruitment activities three times each year—October, following the summer vacation session; January, following the December holiday season; and one in May to meet manpower needs for the summer months.

Sources of Volunteers

There are many sources of volunteers. Many of the same sources are commonly identified, but there are some potential sources that get overlooked.

One of the most obvious sources is the wife of the soldier on active duty. She represents a vast reservoir of volunteer service, as documented by a sample survey conducted in February 1969. The results of this survey indicated that 90% of the wives of officers did not participate on any ACS volunteer committee, and that more than 95% of the wives of enlisted men did not participate on ACS volunteer committees. These percentages represent thousands of women.

The ratio of married enlisted men to married officers is about 5:1. Therefore, there is a great potential source of volunteers among wives of enlisted men. Besides obtaining volunteers, two additional benefits are to be gained from active volunteer recruitment efforts among wives of enlisted men: (1) awareness and understanding of ACS will be greatly increased; (2) more enlisted men and their dependents who need assistance or guidance will know where to turn for service.

Within the population of wives of active duty personnel is a group of foreign-born dependents. Many foreign-born persons lack an understanding of the concept of volunteering, so it would be helpful to explain the characteristics and values of American voluntarism, and the Army tradition of caring for its own. Active ACS volunteers who are foreign-born or who speak foreign languages will be helpful in recruiting within this group of potential volunteers.

Another source of volunteers is the civilian employed by the Department of the Army, and his or her dependents. These people are members of the Army community, and many live in the same cities and neighborhoods occupied by active duty Army personnel. In particular, wives of DA civilian employees are in a unique position to be of special value as ACS volunteers. They understand the Army and feel closely related to the Army system, yet they also are able to relate directly to the nonmilitary society and can help obtain specialized services from civilian agencies.

A special source of volunteers is that of younger people—teenagers and young adults, including college students. However, certain factors need to be considered in encouraging younger persons to participate as volunteers, such as local or state laws, hours or seasons of availability, types of service that appeal to younger people, and transportation to and from the ACS Center. Nevertheless, the potential of youthful volunteers should not be overlooked, especially older teenagers and young adults. Teenagers have worked successfully within ACS programs for handicapped children and as camp counsellors, and teenagers and young adults have assumed responsible volunteer assignments within hospital, recreation, and tutoring programs for many years. In several instances, younger volunteers have worked effectively with older persons, and the results have reflected high levels of mutual satisfaction and enjoyment.

In order to be of service to certain members of the Army community, it may be necessary for the ACS Center to be open one or two evenings during the week, or certain hours during the weekend. The operation of the Center during evening hours or weekends enables active duty members of the Army to participate as ACS volunteers during their off-duty hours. In addition to active duty personnel, women who are unable to participate in programs during the day could serve as ACS volunteers during the evening.

Another significant possibility that has many implications and benefits is for husbands and wives to participate as volunteer teams. One service that might be aided by this approach is the Emergency Assistance program of the ACS Center: Emergency transportation, care of children, or some other extension of service during evening hours could be effectively provided by a husband-wife volunteer team.

Retired Army personnel are probably living within the geographical area served by the ACS Center. The soldier or WAC who has completed 20 or more years of service has a wealth of knowledge and special skills that can be

very valuable to the ACS program. Many of these persons desire to maintain some relationship with their career organization, and ACS is an ideal means for them to remain associated with the Army in a meaningful and satisfying way.

A large source of ACS volunteers is the unmarried people of the Army community. For ACS programs that can be conducted during customary off-duty hours, the unmarried soldiers, WACs, or DA civilian employees are potentially ideal volunteers. They can conveniently and satisfactorily provide emergency transportation, care of children, or specialized services to individuals during evening hours. Certain administrative functions can also be performed during their off-duty hours.

Another source of ACS volunteer personnel is the person or family who has been assisted by Army Community Service. Many capable and highly motivated volunteers may be recruited from among members of the Army community who have been directly or indirectly helped by ACS; in fact, some of the most active volunteers of well established social service agencies are people who were once recipients of the agencies' services.

Another special source of ACS volunteers is the widow of a soldier, especially of a man who retired after a long Army career. Military widows have a close association and special status that can be of particular value to the ACS volunteer program, and ACS volunteer service can provide these women with direct personal satisfaction.

Ways to Attract Attention

Often people don't realize they are potential volunteers until they receive a message. There are many ways of effectively sending messages that attract attention and obtain positive reaction:

Printed Materials

(1) Printed materials can attract attention if they are attractive and easy to read. Colors and pictures or drawings are helpful; short sentences and common terminology are important. Posters with large letters attract more attention and are read more completely.

Radio and TV

(2) Radio and TV spot announcements should feature persons who are respected and admired. Another technique is to use people with whom potential volunteers might easily identify, such as an enlisted man who draws pictures for the volunteer newsletter, a wife of a DA civilian employee who works in the ACS Loan Closet, or the young adult who conducts a program with handicapped children on Saturday mornings. These volunteers can tape short messages for radio use, or appear on television in person or in photographs.

Speakers

(3) Speakers ought to emphasize the needs of members of the Army community who seek ACS assistance. Use of a few statistics can dramatize certain points. The speakers might find it effective to employ audiovisual aids to add some effective balance to a 30-60 minute presentation. Short films, film strips, or slides can be used in conjunction with a speech. Tapes can be used to add realism and arouse emotion by having people actually served by

ACS volunteers explain their problems and express appreciation for the help they received.

Important Points

Two other points are important in terms of the basic message of a volunteer recruitment campaign. First is the need to emphasize how strongly ACS and Army leaders recognize the importance of ACS volunteers. Second is the need to prevent misrepresentation of the jobs to be done. There have been unfortunate instances when potential volunteers were approached with a distorted picture of the nature of volunteering: "It won't take much of your time. Just let me add your name to our list and we won't bother you often." This type of approach does a disservice to the ACS Center, to the people in need of service, and to the volunteer. Volunteers are entitled to clear and honest outlines of the job requirements.

Methods of recruitment can be typed according to three general categories: individual or personal recruitment, mass or public recruitment, and delegated recruitment.

Individual or personal recruitment. This is a direct appeal on a person-to-person basis between active ACS volunteers or Center staff and friends or individuals specifically identified as prospective volunteers.

(1) Direct face-to-face recruitment is preferred, but the telephone may be used. Follow-up is important since the first approach may not achieve a firm response. A letter may be sent with some written descriptive material. Then another personal visit or phone call is appropriate to obtain an answer. Providing the new volunteer with transportation to the first day on the job, or to the first committee meeting, can be very important in terms of reinforcing the interest of the new volunteer.

(2) One technique that has proved successful is the "everybody-bring-a-prospect" special event. A party is planned and an open-house, private tour, or some other special event is scheduled. The party or ceremony at which volunteers receive recognition or completion-of-training certificates might be used. Each active ACS volunteer is asked to bring a friend or any person who is a prospective volunteer. The prospect is not necessarily "signed-up" at the event, but he receives information about the ACS program, the need for and values of volunteer service, and an impressive image of the ACS volunteer program. (The impression is amplified by the presence of high-ranking Army officers and key leaders of Army and civilian communities.) The special event and the prominent place in which it occurs should be well publicized, before and after, with follow-up on the prospective volunteers within a short period of time.

(3) Several special techniques can be employed when the individual approach is used. In peer recruitment—the use of recruiters who have characteristics similar to those of the prospective volunteers—officers recruit officers, wives of enlisted men recruit wives of enlisted men, retired soldiers

recruit retired soldiers, and so on. A prospective volunteer may be invited to the ACS Center to observe ACS volunteers in action, or attend a committee meeting. This observation experience may be just the thing to persuade the prospect to join the Center team. Or the prospective volunteer may be encouraged to serve in an apprentice role for a short period of time, performing certain services under the direction of an experienced, active ACS volunteer.

The individual or personal method of recruitment is particularly advantageous for a volunteer program that is just beginning. This method permits the volunteer program to begin in size and interest according to the needs of the ACS program. Volunteers recruited in this manner can be immediately incorporated within the ACS Center, and the corps of ACS volunteers will project a special enthusiasm.

Mass or public recruitment. This approach can be either direct or indirect, or it can include a combination of both direct and indirect techniques. Such efforts are designed to reach a large number of potential volunteers to fill numerous vacant volunteer jobs. Some of the techniques of this method may assist a later program of individual recruitment.

(1) Publicity includes use of local newspapers, the Daily Bulletin, the post newspaper, local radio and television stations, and posters or other materials that can be displayed on bulletin boards. Posters should be placed in key points of assembly: NCO Club, Officers Club, churches, movie theaters, where wives' clubs meet, etc.

(2) A Speakers Bureau might be organized. Such a Bureau might consist of people who are representative of the various segments of the population to be reached. The Bureau could include active ACS volunteers, Center staff, officer and enlisted personnel, dependents of active duty personnel and DA civilian employees, and perhaps some persons who have received assistance from ACS. It is important that all speakers be trained, prepared, and capable of presenting an interesting speech on Army Community Service and the significance of the ACS volunteer.

(3) ACS volunteers might publish their own newsletter, contribute articles and recruitment messages for publication in the ACS Center newsletter. Such newsletters might be distributed to key Army leaders, members of the Army community who have been served by ACS, all ACS volunteers, all members of the ACS Advisory Council, organizations such as wives' clubs or reserve officers associations, and other appropriate persons or groups in the Army and civilian communities.

(4) Brochures or leaflets can be prepared by ACS Center personnel and distributed to key places where large numbers of people frequently go, such as the PX, commissary, medical clinics, libraries, movie theaters, and service clubs. Also, members of the Speakers Bureau can distribute these materials to

their audiences. Brochures and other printed materials may be effective in arousing interest, but active follow-up is necessary to obtain definite commitments for volunteer service.

(5) Tours of the ACS Center could be incorporated within "open-house" programs scheduled by the installation commander. Such tours are good occasions for distributing brochures and leaflets to many people unaware of Army Community Service and its volunteer program.

(6) A request can be made for the opportunity to participate in the Orientation program that is provided for all Army personnel (and their dependents) who are newly assigned to the Army post or installation. A member of the Speakers Bureau might inform these newcomers about ACS volunteer service and the need for volunteers. This is a good occasion to distribute brochures about the ACS volunteer program, along with the other materials distributed to new arrivals. Follow-up can be conducted by obtaining a list of all newcomers, or by asking those interested in volunteer service to sign a contact sheet near the door.

Work closely with the post Public Information Officer in conducting a mass or public recruitment campaign. He and his staff can be very helpful in providing technical assistance. In addition, this can assure coordination of ACS volunteer recruitment efforts with related publicity.

Delegated recruitment. It may be appropriate and possible to delegate certain recruitment activities to specific agencies and organizations.

(1) Churches, synagogues, fraternal or other organizations within the Center's service area—including off-post. Clergymen and organization officials can be requested to announce the need for ACS volunteers, and can assist by arranging for the distribution of brochures or leaflets. In the case of these

organizations, it may be possible to organize some programs for presentation at a regular meeting of the group.

(2) Unit commanders might include some message to their troops at Reveille or Retreat formations. Posters might be displayed in unit Orderly Rooms or Day Rooms.

(3) A resource in some cities is the Volunteer Bureau, which is a central registry for individuals interested in volunteer service and to which agencies such as ACS report their volunteer needs. The Bureau tries to match interested volunteers with agency volunteer needs. The trained and experienced Bureau personnel (including volunteers) have extensive outreach within the civilian community, including most service organizations, veteran groups, etc. It is possible to locate most Volunteer Bureaus through the local Health and Welfare Council, Community Chest, or Chamber of Commerce.

(4) Another resource in certain cities is the Welcome Wagon, which is a commercial program that visits many newcomers to the city and distributes information about businesses, schools, churches, parks, and other facets of community life. It may be possible to have the Welcome Wagon distribute a brochure about ACS and the volunteer program. Most Welcome Wagons can be located through the local Chamber of Commerce.

It is necessary to work out special arrangements with each organization or agency which agrees to accept and fulfill specific delegated responsibilities.

This method has several advantages, particularly within metropolitan areas. Greater public awareness and understanding of Army Community Service is promoted through numerous effective channels, so recruitment of volunteers can be conducted on a much wider scale than would ever be possible by ACS alone. The organization accepting these delegated responsibilities has pride, which can be a strong motivating force to achieve substantial results.

The Greatest Asset

The greatest asset the ACS Center can have in relation to attracting volunteers is a good program, well-known and held in high regard. The experience of many well-established service programs offers documentation that volunteers are attracted to agencies that have widely publicized their successful achievements. Therefore, many recruitment techniques involve communications media, and can serve double-duty by informing large numbers of people about the ACS Center while also trying to recruit volunteers.

An Effective Resource

Closely related to the asset of a good Center program is one of the most effective resources for volunteer recruitment—well-satisfied active ACS volunteers. Many of the more successful recruitment campaigns have been those that involved active volunteers who are enjoying their participation. Enthusiasm can be highly contagious and can provide the spark that kindles interest into willingness to give volunteer service a try.

Recruitment and Public Relations Committee

Responsibility for volunteer recruitment can be delegated to a Recruitment and Public Relations Committee, with the concept of involvement employed in its organization and operation.

Committee members should reflect a cross-section of the community to be served, and could include personnel of various units stationed on post, members of enlisted men and officers' wives clubs, staff of the post Public Information Office, representatives from civilian agencies, and some of the most active ACS volunteers. Each committee member can be given some definite assignment while the committee leaders give direction and provide liaison with other ACS volunteer committees.

As the job of a Recruitment Committee is to coordinate the recruitment of all volunteers for the ACS Center, its functions might include:

- Maintaining a current inventory of the need for volunteers. This inventory may be compiled from the "Request for Volunteer Service" forms received from ACS Center staff and ACS volunteer leaders.
- Maintaining a prospect file of potential volunteers, including former volunteers.
- Developing a recruitment plan, including campaign timetables, sources of potential volunteers, and methods to be used.
- Providing the primary leadership and direction for implementation of the approved recruitment plan.

Important Points

It can be detrimental to ACS volunteer service and the entire ACS program to recruit volunteers when there is no specific immediate or anticipated need for them. Persons who respond positively to volunteer recruitment efforts can develop quite negative feelings if there is no follow-up and they are not called upon to participate in some volunteer capacity. This possibility reinforces the need to clearly define the need for volunteers, and emphasizes the importance of interviewing and assigning newly recruited volunteers as quickly as possible.

Section II Interviewing and Selecting

Competent Personnel

Any organization that hopes to succeed knows it is necessary to hire competent personnel. Competence can be defined as fitness for purpose, and every job requires some degree of fitness.

ACS Centers will be effective to the extent that the staff and volunteers are competent in their jobs. Thus, the success of ACS volunteer service largely depends on finding the right person for the right job. This is the basic objective of interviewing prospective volunteers.

Some volunteers who indicate interest in participating in Army Community Service may be surprised to learn that an interview is standard

procedure. However, prospective volunteers seldom resent it, providing the interview is managed with skill and personal consideration. In many instances, the ACS program acquires status and prestige because it becomes realized that ACS volunteers are selected according to the needs of the ACS Center and the people it serves. In addition, ACS volunteers often feel more important since they understand that they have been selected because of specific needs and the ability to perform important activities.

Interviewing Requires Skill and Experience

Interviewing prospective ACS volunteers is usually performed by the Volunteer Service Supervisor, but this procedure may be shared with other ACS volunteer leaders or with ACS Center staff members. If the volume warrants, an Interviewing Committee may be organized. In any case, the persons designated to interview prospective volunteers should have certain skills and experience. The personnel responsible for interviewing might receive special training or obtain guidance from available publications.[1]

It is helpful if the interviewers have had experience working with persons of varied personalities, races, ethnic groups, and educational and economic backgrounds. It is important that interviewers accept people for what they are and be able to recognize ability.

Useful qualities for interviewers are skill in observing and ease in conversing with strangers. Interviewers also should be familiar with the philosophy and procedures of Army Community Service and ACS volunteer service, and have knowledge of the volunteer jobs currently available. It is very helpful if the interviewers have worked in different ACS volunteer assignments, or have spent time observing a variety of ACS volunteers in action. This will enable the interviewers to provide clear explanations about the range of volunteer jobs currently available. Another benefit is that ACS Center staff can feel more secure about the selection of ACS volunteers.

Some people mistakenly consider interviewing as a highly technical skill that is practiced only by a small number of professional specialists. Actually, interviewing is widely practiced by many people in professional and non-professional capacities—housewives interview housekeepers and baby-sitters, business men interview employees, high school journalism students interview community leaders and celebrities, leaders of fraternal organizations interview prospective members. Many of the techniques of interviewing are practiced in social conversation, as most people have a variety of social relationships that provide experience in sharing and seeking information. By building on the foundation of common experiences, some ACS Center personnel can improve specific skills and acquire proficiency in interviewing.

[1] Two excellent publications are For Volunteers Who Interview by Kathleen Ormsby Larkin, published by the Volunteer Bureau of the Welfare Council of Metropolitan Chicago, and Guidelines for Improving Interviewing Skills, ARC 230-8, published by the American National Red Cross.

Purposes of Interviewing

Interviewing is communication, with the particular purposes of gaining knowledge of prospective volunteers and determining their potential for helping to meet the needs of people served by the ACS Center. The goals of interviewing are (1) securing information, (2) giving information, (3) establishing a friendly relationship, (4) providing volunteer applicants with opportunities to ask qeustions, and (5) determining the acceptability of volunteer applicants.

First impressions are often the most vivid and lasting, and because ACS volunteers begin their relationship with Army Community Service through the interview process, the interviewer has an important responsibility to increase and expand the motivations of ACS volunteers. The volunteers can be impressed by Center personnel expressing the view that volunteers are members of the ACS team. In addition, the interviewer can emphasize the importance of each job to the whole ACS Center program. At the same time, it is equally important that potential volunteers be convinced of the necessity to accept rules and regulations governing ACS volunteer service, Army Community Service, and all Army programs.

Personal Interview

The personal interview is an effective means of becoming acquainted with potential volunteers, finding out individual interests, and developing understanding and goodwill between applicants and the ACS Center. Volunteers can express personal likes and dislikes, explain specialized skills or experiences, and outline the time available for volunteer service.

Physical conditions can enhance or impair the interview process. For example, privacy is important, and there should be a minimum of interruptions. Also, the interview office or area should be clean and comfortable.

Group Interviews

Group interviewing is another effective means of developing understanding and goodwill between potential volunteers and the ACS Center. The opportunities to become personally acquainted or to find out individual interests and skills are usually diminished, but there are advantages just the same to the group interview process. Persons with urgently needed skills can be encouraged to actively pursue participation in ACS volunteer service. In addition, the fact that individuals learn facts about the ACS program can expand community awareness and might also result in other persons becoming interested in ACS volunteer service. It may be necessary or appropriate to conduct personal interviews with some of the group members as a follow-up procedure.

Group interviewing has special application in situations such as activities for which clubs or organizations assume major responsibility. For example, if the NCO wives' club is interested in sponsoring a special program for handicapped children, the club members who will be actively involved in the program might meet as a group with an ACS volunteer interviewer.

Effective interviewing achieves feelings of mutual confidence within the interviewer and interviewee. As with other skills, practice will help an interviewer become more successful at creating these feelings, particularly if

the interviewer uses some general principles and specific techniques that can assist him in interviewing potential ACS volunteers. (See Appendix D.)

Selecting ACS Volunteers

The selection of ACS volunteers is guided by the objectives of the ACS Center program, which in turn relate to the primary goal of ACS: to serve the needs of members of the Army community. Thus, the primary consideration in selecting ACS volunteers is the capacity of volunteers to extend a high quality of service to people who seek assistance from the ACS Center. A secondary consideration is the satisfaction and enrichment that ACS volunteers experience through their service.

Guidelines

To assist in establishing some guidelines that may help the selection process, personal characteristics and individual qualities that may be appropriate for persons in ACS volunteer service are listed below:

- A basic acceptance of differences in people—values, standards, goals, ambitions—and respect for individual integrity.
- Warmth and friendliness in relating to people.
- Respect for the principle of confidentiality.
- Maturity that has resulted from facing and coming to terms with personal problems and life experiences.
- Establishment and implementation of a yardstick for evaluating the social constructiveness of personal values, and the avoidance of imposing one's personal values upon others.
- Sense of personal status in relation to others that enables the volunteer to function independently of the favorable response of other people, and is adequate enough to overcome a compulsive drive for self-expression.
- Evidence of some capacity to participate democratically in group activities, whether these involve Center staff, volunteers, or persons being served by the ACS Center.
- Commitment to the concept of volunteer work.
- Possession of knowledge, learned skills, experience, hobbies and interests that enable volunteers to constructively contribute to the ACS program internally and externally.
- Recognition of abilities and resources possessed by others, and willingness to accept their contributions to program and personal improvement.
- Mental alertness, readiness to learn, sense of humor, and the ability to grasp new ideas and accept work evaluation by authorized supervisors.
- Sufficient sense of organizational procedures to be able to accept discipline and work happily within established structure and policies.

While a major attraction for volunteers is the personal gratification that can result from self-fulfillment through service activities, the interviewer must be careful about being overly influenced by the volunteer applicant's personal needs. Priority is to be given to the particular contribution each potential

Careful Selection

volunteer can provide the ACS program. In the final analysis, each ACS volunteer should be selected according to the job to be done, the qualifications required for effective job performance, and the attitudes verbally expressed and indirectly revealed. Experience indicates that volunteers who are carefully selected demonstrate a pattern of more regular service over longer periods of time.

Section III Assigning

The careful assignment of ACS volunteers can be one of the most significant procedures in the operation of the ACS volunteer program. By assigning responsibilities that correspond with their talents, interests, and potential capabilities, volunteers can be given opportunities to contribute to the extension of the Center's program of service, and simultaneously experience personal satisfaction.

Prompt Assignment

Assignment should immediately follow the interview and selection procedures, as most volunteers will be eager to know what specific tasks are available and when they can begin to participate. Specific job assignments can be discussed with the selected volunteers on the basis of the interviewer's knowledge of the volunteers' experience, skill, interests, and attitudes. Much of this can be obtained by reviewing the application forms.

Two Courses of Action

Once the interviewer has determined that a volunteer applicant is acceptable to serve as an ACS volunteer, there are two general courses of action. One is to identify a definite and specific assignment that meets a current need of the ACS Center program, and is also completely acceptable to the volunteer. It is important that the volunteer understand the nature of a proposed assignment and express his willingness to serve in that specific capacity; written materials like committee SOP's and Job Descriptions may help in this respect. Clear consensus on job expectations from the beginning can reduce the likelihood of later disappointment and dissatisfaction. In particular, a new volunteer's first job assignment should have strong prospects of being valuable to the Center's program and of providing satisfaction and success to the volunteer.

The other general course of action is taken when a suitable assignment for the accepted volunteer is not available at the time of his interview because of the hours or days required by the job, lack of transportation, or some other factor that prevents matching the available jobs and the volunteer's personal circumstances. In such instances, the volunteer should be assured that his application form will be kept in the active file and frequently reviewed for appropriate assignment.

The volunteer who is acceptable but not readily assigned can be encouraged to attend committee meetings and training activities. In these

ways, the interest of the volunteer can be sustained and some of the essential training can be completed prior to beginning service activities. It is definitely better to involve an acceptable volunteer in training and committee meetings, rather than delay participation until a specific job assignment can be arranged. However, the frequent transfer of Army personnel from one duty station to another suggests a high probability that most acceptable ACS volunteers will be given appropriate job assignments soon after their interviews.

Quickly Involve All Acceptable Volunteers

Assigning volunteers requires skill and imagination. Many ACS volunteer jobs can be performed by combining the capabilities of two or more volunteers; one job may have several components that can be divided among different volunteers. By exercising sensitive flexibility, the interviewer can enable volunteers to reinforce and help each other by pooling complementary skills.

For example, one ACS volunteer may be very familiar with the residential areas surrounding the military installation. Yet this person may not have a car, or may be unable to drive. This volunteer could be "paired" with an ACS volunteer who has a car. Together, they can assist new members of the Army community become familiar with residential areas and community facilities. Another example is the "pairing" of two volunteers to serve on the Speakers Bureau. One volunteer might be an excellent speaker, but not

"Pairing"

very mechanically oriented; the other volunteer might be proficient in the operation of movie projectors, public address systems, etc.

Another form of "pairing" can be incorporated within the assignment of ACS volunteers. New volunteers, or volunteers re-assigned to new jobs, can be assigned to work with experienced volunteers who are able to provide support and practical guidance.

Team Approach

In the same way, the team approach can be applied to the assignment of ACS volunteers: New volunteers, or volunteers re-assigned to new jobs, can be assigned in teams of two. Comfortable feelings and other mutual benefits can be derived from entering a new situation with someone who is also undergoing the same new experience.

Certain Assignments Require Specific Consideration

There are several specific considerations related to certain ACS volunteer assignments. Some job responsibilities may require definite professional knowledge or skills, and ACS volunteers in these assignments may need formal academic preparation to fulfill the assigned responsibilities or may need to be supervised by a volunteer with professional education and extensive experience.

For example, if the wife of a soldier on active duty has a university degree in home economics, she could be assigned to conduct courses in meal preparation, clothes construction, and the use and care of household appliances. A volunteer with a college degree in speech therapy might be assigned to work with persons who have difficulties in speaking; a former accountant might help families with budgeting and money management. These examples illustrate how it is possible to avoid criticisms about professional-type programs being operated by "unqualified" volunteers.

Some jobs may require a continuity of service or 24-hour availability. Care should be exercised in assigning such jobs to volunteers, and special "back-up arrangements" may be necessary.

Records Are Confidential

Maintaining confidentiality should be continuously emphasized to all ACS volunteers, as many ACS volunteer assignments can involve access to confidential records or becoming aware of highly personal information. Respect for the principle of confidentiality is one of the highest-ranking qualities of an ACS volunteer. In addition, assignments which require volunteers to protect confidential data reinforce the concept that ACS volunteers are members of the ACS Center team. New ACS volunteers given assignments that may require expediting military protocol will be able to perform more capably if there is close and constant On-the-Job Training.

Two Tips on Assignment

There are two additional general tips related to the process of assigning ACS volunteers in a way that strengthens ACS volunteer service:

(1) In any program, some jobs are not very attractive, pleasant, or interesting, yet they must be performed. Rather than assigning such jobs only to certain volunteers, it is appropriate that all ACS Center personnel share

these responsibilities. On some periodic basis, ACS Center staff and ACS volunteer leaders should accept and perform the routine and unglamorous tasks that must be done to help the Center function properly. By practicing this approach to sharing total activities, the leaders of the ACS Center reinforce the volunteers' feelings of being members of the ACS Center team.

(2) As promptly as possible, supervisors of newly assigned (or re-assigned) volunteers should be notified about the volunteers who will be reporting to them in the near future. If practical, the day and hour the volunteers will report are to be specified in the process of notification. Also, it is important for supervisors to complete some arrangements prior to the time volunteers arrive to begin their participation. A warm welcome and evidence of preparation for their arrival can substantially help volunteers experience a pleasant reaction to their new roles and responsibilities.

One of the most negative incidents that a volunteer can experience is to arrive at the ACS Center and find that no one is expecting him or knows what he is supposed to do. First impressions are very important. Every volunteer should be expected, warmly greeted, and have his schedule well planned. In particular, the first day on a new assignment should be as pleasant as possible.

Job Rotation and Re-assignment

Thereafter, the ACS volunteer program should practice job rotation as a regular part of assignment procedures, since volunteers may be encouraged by knowing that an assignment can be for a limited period and not a forever proposition. If experience warrants, ACS volunteers can continue in particular assignments for specified periods of time. If they are not performing to the standards of the ACS Center, or are not experiencing satisfaction, re-assignment should be considered.

Volunteers are usually re-assigned for one of three reasons: (1) The volunteers are not satisfied with the activities, (2) the performance of the volunteers in particular assignments is not satisfactory, and (3) volunteers achieve proficiency and acquire interest in advancing to greater responsibilities, or reach a point of wanting to expand their learning.

By practicing a clear policy of job rotation and re-assignment, the ACS volunteer program can significantly reduce the embarrassment sometimes experienced by volunteers who occasionally change job assignments.

One possible technique to practice in connection with re-assigning volunteers is to group those who are re-assigned. If it is practical to wait until several volunteers are to be re-assigned and then re-assign them in pairs or groupings of three or more, the potential negative aspects of re-assignment can be reduced in terms of impact per volunteer.

There is another aspect to consider in relation to re-assignment and job rotation. As it is possible for some ACS volunteers to develop personal attachment to particular jobs, changes in assignments in such instances—even for purposes of promoting—are to be decided only after consultation with the volunteers.

Assignment and Turnover

One of the reasons frequently listed by ACS leaders for loss of volunteers is the attitude among ACS volunteers that their assignments are not challenging or important. While other factors are involved, it should be recognized that jobs can be made to appear challenging and significant. Further, through a carefully operated system of rotation, re-assignment, and promotion, ACS volunteers can be continually challenged. Thus, by applying a fresh point of view, it is possible for jobs to take on new dimensions which will add challenge, attractiveness, and significance.

In simplest terms, assignment and re-assignment are procedures for helping ACS volunteers start their volunteer service, and for assisting them to grow and continue in volunteer participation.

5

Section I

Volunteer Training

Concepts of Training

Encouraging volunteers to participate in training activities before they receive a specific job assignment is a means of involving volunteers quickly and maintaining their interest. There are additional benefits to involving volunteers promptly in the training program—benefits that are clearly related to concepts of training.

Desire to Learn

Every person has a need for knowledge, growth, and new experiences; every person wants to learn new things, find new ways to live, and interact with other people. Those who come to volunteer have an especially strong motivation to learn. They want to learn how to help others and how to work in an effective way, both individually and in volunteer groups. Their special desire to learn and their eagerness for help can make the job of the trainer an especially rewarding one.

Share Experiences

Each of the persons with whom the trainer will be working, like all people in learning situations everywhere, will want to feel a sense of satisfaction from their experience in the training group. Each person will want to share his special knowledge and skills, be it knowledge of program content or ways of handling people. And each in turn will want others in the group to share their special knowledge and abilities.

Learn About Themselves

Through participation in the training group, trainees will learn much more than new skills and techniques. Good training helps people to learn about themselves, and to become more aware of how others see them. At the same time, it allows for a heightened awareness and sensitivity to others. This kind of auxiliary learning takes place in group training while the group is learning about meetings, about working with people, and about their volunteer program.

Self-Confidence

Learning about themselves through participation in training and through work with the volunteer group may bring new self-confidence to many of those in the training group. One volunteer said recently, "You know, I've thought about getting a job, but I didn't think I'd be able to hold a job where other people were involved. But I feel so good now, I believe I could go out and get a job." And some volunteers do!

Another volunteer explained that she had gotten very bored with herself after the children were grown, as there was nothing to do. "Now," she says, "my friends complain because they can never find me home. I've gotten so involved in service projects. I didn't know life could be so full."

Change in Trainees

Training is a rich and valuable experience. The trainees will witness a change in themselves. Trainers often take changes for granted and aren't

always aware of what is happening to the individuals during their participation in the training sessions. For this reason, changes in the trainees will sometimes be best observed by someone who is not directly involved. One volunteer trainer was surprised when a staff member, speaking about the people in the training group, said, "I'm amazed at the change in those people since they have been coming to your meetings. Before this, we never heard anything from them and they were just sort of there. But now they are really thinking and beginning to make themselves heard. If anyone had told me a few months ago that this would happen, I wouldn't have believed it."

Apply New Knowledge

Trainees also gain new knowledge directly from the training situation. As a member of the training group, each will be able to learn by looking at the group and at himself. One of the aims of training is to help the trainee incorporate his new knowledge of skills and techniques, as well as his new awareness of himself and of others, into his work as a volunteer.

New Interests

Learning may also make new experiences possible for the learner. From the training situation, each of the persons in the training group may gain new friends, new interests, a new teacher (the trainer), a new feeling of belonging to an organization that is international in scope, and new contacts with others on and off post. Most important, each member of the training group will have a chance to do new things with others—things that he may never have done before.

Section II Types of Training

Various Ways to Train

Training can be done in a variety of ways—at different times and within a range of settings. It need not always be conducted in a group. Training may be a one-to-one conference with a volunteer who wants more specific direction with job assignments, such as how to survey the Army community, plan a recognition program, or interview prospective volunteers. Some training is provided during observational trips to other programs or during a conversation over the telephone.

AR 608-1 outlines one approach to training ACS volunteers. While the content of the suggested training program is important, other approaches can be taken to help the volunteer trainees acquire essential information and specific skills. Although the Regulation requires certain training and hours of instruction, it also provides for flexibility and variation in administering training.

The paragraphs that follow propose another approach to training ACS volunteers. The types of training—including Job Introduction, Orientation, On-the-Job Training, and In-Service Training—are proposed as components of a total training program. These components may be arranged in different order at different times, but the training is viewed as a continuous process.

Timing and content may be modified as circumstances require, to realize the flexibility that is often essential.

Job Introduction

Job Introduction—the process of introducing persons to the ACS volunteer program—calls for a brief, simple, on-the-spot activity to help volunteers join the team as easily as possible. They are introduced to their immediate job setting—given a tour of the building, introduced to the ACS personnel, and provided pertinent information that every volunteer should know. Perhaps over lunch or a cup of coffee, there is a discussion of the purpose of the volunteer program in relation to ACS, with the volunteers encouraged to ask questions. Their questioning will give insight into their anxieties, opening up opportunities to assure them of the trainer's complete support and interest in their new undertaking. They can also be assured that their anxiety will pass as they become better acquainted with their new surroundings and new friends.

Essential Information

By guiding the discussion, it is possible to inject information about the functioning of ACS. The "bare essentials" of orientation—such things as the use of the phone and of each room in the building, available parking areas and facilities for the volunteers, important policies and regulations—all can be part of Job Introduction. In little more than an hour, new volunteers can be ready for the task at hand.

When they are left with the person from whom they will receive specific guidance and to whom they are responsible, Job Introduction ends and On-the-Job Training begins. For example, one volunteer supervisor conducted Job Introduction during a luncheon engagement, then accompanied the volunteer to the ACS Center where she met ACS personnel, including the loan closet committee chairman. "I leave you in good hands," the supervisor remarked. "Mrs. Brown has been in charge of the loan closet for nearly a year. She knows all the ins and outs. If you have any further questions, Mrs. Brown can guide you." At that point, Mrs. Brown began On-the-Job Training.

On-the-Job Training

Once a person becomes active in the volunteer program, the actual work he does is a means for further learning and personal development. The meetings of the total group of volunteers, the supervisor and chairmen, or the chairmen and their groups serve as training sessions. At each session, the volunteers are trainees involved in planning, sharing experiences, and learning both from each other and from the trainer who is leader of the training team. These occasions can be used to pass on new information, to discuss ideas about new projects, and to give instructions concerning new methods, policies, and problems.

In these respects, meetings can be referred to as training sessions; however, not all On-the-Job Training needs to be done in groups. Just as Mrs. Brown of the loan closet committee becomes a supervisor and trainer for each

Supervision

of the novices in her group, any volunteer who is asked to assist another in acquiring the skills needed for the job assumes the role of supervisor or "trainer." In fact, On-the-Job Training is usually conducted on a one-to-one basis, since each person has his own needs. The amount of supervised On-the-Job Training thus depends largely on the volunteer's present knowledge and skills, and the work he is to perform.

Training New Groups

The trainer and the volunteers need to plan together how On-the-Job Training will be handled. To train a new group for homemaker's service, for example, some training can be done with the group before the volunteers begin actual service; when each volunteer is sufficiently prepared, he may accompany an experienced volunteer on the job. Further training may be given through job supervision and job reports, either on an individual basis or in group meetings.

Orientation

Orientation is an important part of training because it is commonly considered the "beginning" of training, and beginnings are important. Orientation is used to acquaint the volunteers with the new environment in which they are going to spend some of their time. It is a type of training that can be done in a variety of ways at a variety of times. In any case, through Orientation, volunteers are provided knowledge of the Army community, how the Center brings service to that community, and what role the volunteers have in relation to the Center and the community. The volunteers learn how their jobs fit into the total picture, and acquire the basic information and knowledge that is required of every staff member in the Center.

Purpose

Orientation may be the first opportunity for the trainer to meet and get to know the trainees. It may also be the first opportunity to involve the trainees in group training.

In-Service Training

Another phase of training that may be identified for organizational and operational purposes is In-Service Training. In addition to the On-the-Job Training that volunteers receive to improve their job skills, there are other opportunities for broadening their scope of learning. For instance, committee groups may be encouraged to meet at least once a month as a means of strengthening volunteer morale, improving the quality of service, and fostering an esprit de corps that is vital for an integrated program. Also, an interested trainer often seeks opportunities to invite outside speakers to participate in training, as experts in fields related to the volunteers' work can be a source of inspiration and motivation.

Resource Persons

Meeting with resource persons both from the Army community and from the civilian community can teach volunteers the value of communication and good working relationships with other organizations and institutions. For example, at Post A, a unfavorable spirit of rivalry was building up between volunteers of ACS and those in the Red Cross. Neither took the time to bridge the widening gap. Finally, when these volunteers attended a conference meeting at Post B, they discovered that the ACS and the Red Cross at Post B held monthly meetings together to discuss their common problems. The volunteers at Post A went home saying, "Why didn't we think of that before?" And some attitudes began to change in favor of good working relationships.

Good Reading Materials

In-Service Training includes other activities that are of general interest to the volunteers. Good reading materials can be made available, and a library group or committee can be responsible for offering reading suggestions and helping to obtain other books or publications. Reading about other volunteers and their accomplishments or problems can broaden understanding of the world of volunteer work and serve as a source of new ideas that can be adapted to their own program.

Quality of Trainers

Section III

Trainer's Responsibility

The most important ingredient in the whole learning process is the person who is trainer-teacher-consultant to the people being trained. Among his responsibilities is that of making sure that each member of the training group is given the opportunity to learn, to feel that he can learn, to feel that he has something to offer, and to establish good relationships with other people in the training group.

Strengths

It is important for the trainer to know his own strengths. What does he do, or like to do, best—lead a group discussion? Make a speech? Show a film?

Get other persons to participate? The answers to these questions help determine what probably are his strengths. Similarly, what are some of his limitations—conducting role playing? Meeting a large group? Working with individuals? It is as important for the trainer to know his strengths as it is for him to know his weaknesses—to know his limitations as to know what he does well.

Limitations

Sharing Responsibility

The appointed trainer does not have to do all the training himself—it is important that he, too, enjoy what he is doing. If the trainer is capable of designing a good training program, but does not care to teach, then he can become the planner and coordinator. Such skill in utilizing resources can bring in the right people to teach the training content. Thus, Center staff members or some of the ACS volunteers might teach those things with which the trainer would feel uncomfortable.

Use of Resource Committee Training

A Training Resource Committee is an alternative which may interest the trainer, especially if he would rather not take full responsibility for designing the training program. Such a committee can do all the research and legwork needed in finding good resource persons. The committee might help prepare a list of available and willing persons who might help plan, conduct, or evaluate training. Such resource persons may be recruited from among the Army post's own skilled trainers, from nearby colleges and universities, from voluntary and social welfare agencies, and from schools of nearby communities.

Other Resources

Other resources are available to trainers: the local newspaper and the local library, films and filmstrips, the resources of other volunteer organizations, and perhaps a nearby School of Social Work. The volunteer Training Resource Committee might give emphasis to gathering ideas about programs, group activities, and projects.

Working Relationship

The trainer should know how to work with the members of the training group to increase their ability to work independently rather than to have them dependent on him for their direction. For example, a committee group came together for a training session, and their trainer was late. One of the group assumed leadership and said, "Let's get started. We have a lot to cover this evening." When the trainer arrived, she was pleased to find the group was involved in discussion. They had learned to get along without her and to help themselves.

Connector Role

The trainer is the "connector" for the trainees, in three directions—to the ACS program, to the clients, and to the larger community. As a result, people learn from him in many ways.

Personal Example

The trainer is a model. What he does and says, and how he does and says it, will be noticed and followed by the trainees. How he sets up a session, how he behaves toward others, how he teaches, how he uses resources—all are parts of the learning experience for the trainees. In other words, the trainees

learn from both what is said and what is not said. As the trainer communicates with the trainees, they will learn not only through his words and his actions, but through his facial expressions and body movement.

Communication Skills

Most important, those in the training group will learn through the way in which the trainer treats other people. The way he relates to human beings around him will give them some hint about how they should relate to the people with whom they will be working.

Relating

A trainer needs knowledge of both methods and techniques so that he can be flexible in each training session. By strengthening communication skills and acquiring ease in utilizing various training methods, the trainer can create a training program that will be stimulating, interesting, fun, helpful, practical, and real for the learners.

Knowledge of Methods

Hints for the Trainer

Section IV

The persons in the training group have had a variety of experiences that will help them in their work with ACS. Many will be able to draw on experience within their own families, many will have had contacts in informal ways with youngsters and adults in their own neighborhoods, others may currently be group members (of a church group, for example) or may have had experience as members of an organization.

Past Experiences

And they are members of a group now—the training group. They will gain a great deal from membership in this group. One trainer commented, "My impression is that for many of the persons we work with, the intimate group experience is far more valuable than the content of the training." Those in the training group may need help in realizing their own strengths, abilities, and experience. They need to know that the trainer is aware of their abilities and that he really believes that they can work well in their volunteer jobs.

Intimate Group Experience

Among the strengths which the persons in the training group will possess is eagerness to help and to learn. They will be anxious to learn as much as they can, to gain new skills, and to make a real contribution to the ACS volunteer program.

Strengths of Trainees

While those in the training group may have no knowledge of group theory or psychology, and some may have had little formal education, many will be sensitive to the needs and moods of others. They will bring a store of common sense to their training group and to their jobs.

Another of the strengths of those in the training group may be a diversity of backgrounds. In one training group, for example, there was one volunteer who had recently come to this country from Japan, and another volunteer with a B.A. degree in education. Such diversity can make work with the group more difficult, but if used well it can also become a group strength.

The ACS volunteer with the education degree, for example, might help with some of the training; the Japanese volunteer might be called upon to tell about some of the unique aspects of her national background, especially in relation to family life and services to families.

Needs of Trainees

In addition to strengths, the persons in the training group will come with many needs—some that they know about, and some they do not. First, they need to realize that to work well with people, their most important skills are the ability to like people and the desire to understand them. It is important that ACS volunteer trainees realize that an interest in people and a sensitivity to them are much more important than specific program skills. Trainers need to see that it is not necessary for each volunteer to have all the answers or all the skills. In the beginning, though, those in the training group will probably think that program skills are most important. They may say, as one woman did, "I can't be a chairman. I don't know how to do anything."

ACS volunteers in training will need a great deal of support and encouragement. Support can come from the trainer, and from the other

members of the training group. In the beginning, for instance, each person in the group will probably feel more comfortable if he discovers that he is not the only one who is apprehensive about attending training sessions. If he finds out that nervousness is a trait common to all group members, he may become less uncomfortable about working with a new group of people.

For example, eight members of one training group had not known each other before attending the first training session. At the third session, they looked back at their first meeting and began to talk about how they had felt. One remarked, 'I looked at all these people and said to myself, 'I don't know if I'm going to like this. That woman over there looks so unfriendly.' But then, after we did some things together, I changed my mind and decided this was okay and I did like it." The woman who had been referred to as looking unfriendly replied, "I may have looked that way, but I sure didn't feel it. I was nervous." Another lady exclaimed, "You were nervous! You sure didn't look it to me. I was sitting here thinking, 'She looks like she knows exactly what she's doing. I wish I could be that way!' I thought I was the only one who was scared."

Again, support may be extended during a training session by saying, "That's a great idea," or "You've got it," or "That's a wonderful way to plan a tour," or "I never thought of that way of keeping records." Any kind of support that gives the person a feeling that he can do it, that he can help others, that he, too, has ideas, will encourage his participation. The trainer should encourage efforts to try new things, to experiment with new activities, and to handle the problems that arise from those activities.

Another need of those in training will be for understanding from the trainer, to help them over the hurdles that may seem insignificant to the trainer, but not to the volunteers. They may have other responsibilities, so that they may come late to the training, or sometimes not show up at all. The trainer may personally have to see that they get to the sessions.

Personal Attention to Volunteers

The trainer needs to understand these problems and to show that he misses volunteers when they are absent or late. Showing group members that they were missed when they have been absent will also help people want to learn. The trainer might telephone absentees to see if they are all right, and to tell them that they are missed by him and the group. This will show them that others are concerned about them, and will also give them a chance to catch up on what happened at the meeting they missed. Or some of the trainees in the group might form a telephone committee and do the telephoning. Either way, it is important that there be some follow-up on absentees.

Keeping in mind the experiences, strengths, abilities, and needs of the persons in the training group, the trainer will probably find that he will learn a great deal from them and enjoy working with them.

Section V

Design of Training

Learn more by Experience

Some criteria for designing training can be gathered from earlier discussion of how people learn. If training is to be dynamic and cause desired change in the trainees, it must be a learning experience for them. A commonly heard remark is, "I have learned more by experience than in all my years of schooling." In other words, what people have learned by experience is more meaningful and really "sticks," because they were involved in the experience. A learning experience can produce change in knowledge, skills, and attitudes.

Fitting Teaching to Need

The learning that takes place in the training group may depend to a large extent on the effectiveness of the teaching. For best results, the training design must be fitted to the needs of each particular group, to the time available, to the training content, and to the trainer's comfort with the teaching methods he selected.

Start with People

From the very beginning, start with people for a successful training design, rather than with program, and involve trainees in the planning all along. The more involved they are in the planning, the more interested they will be, and the easier it will be for them to learn. Instead of trying to squeeze trainees into a preconceived program, help them mold the program to fit themselves. Challenge the group by asking them to decide what they need to learn, and stimulate their own ideas by having them plan the next training session and then evaluate its effects.

Trainees Help Plan

Perhaps a planning committee that includes some of the trainees might be set up, or the whole group might be involved in planning. They can decide what they would like to learn, what goals they will set, and the objectives of training sessions. By involving trainees in planning, they are helped to learn how to involve each other in planning the programs for their committees.

One trainer said, "Involving your group in planning is really necessary so you don't end up doing what you think is most important first and what your trainees think is most important last."

He continued, "One time I came to a session with a list of things I wanted to cover. Last on my list was a discussion of the award ceremonies that next day. However, I found the trainees were most concerned about the award ceremony and wanted to discuss it first. They raised questions like what to wear, and would they have to bring anything, and could guests attend. These were questions I had never thought it would be necessary to discuss."

Another trainer suggested that at the beginning of each session, the group make a list of what they wanted to discuss. "You, the trainer, should have some things in mind too," he said. "But get their ideas first. Don't give them your list right away, or they may feel that they have got to choose from

your list and then they might not get to state what's really on their minds." He added, "And if the final list is too long, help your group to be selective. Ask them which things they want to discuss in what order. What do they want to consider first? Which things can wait until the next meeting?"

Start with Trainee Interests

Start with the interests of the trainees by using their comments, questions, and problems to begin conversation. When their major questions and concerns are discussed first, trainees will learn more quickly and be able to absorb other material better.

Involve Learners

The more the trainees participate in the training, the more they will learn, the more they will become committed to the Center, and the more they will feel that the responsibility for effective training belongs to them as well as to the trainer. Thus, it is important that training be group-centered, that it use methods which involve the learners, that it include back and forth communication between trainer and learners, and that it not be a one-way conversation with the trainer doing all the talking and the trainees in the group doing all the listening.

Know the Trainees

The trainer should know the individuals in his training group, and to this end, informal discussions and conversations will help the trainer and trainee become better acquainted. A discussion of the trainees' needs, views, and problems is extremely helpful to the trainees, and at the same time, the trainer becomes aware of their needs.

For example, a group told their trainer that they were concerned about their group's participation in the social welfare convention, and an informal training session ensued over coffee. It had not really been planned, but it happened because the trainer was flexible enough to be able to talk with the trainees right then and there about what concerned them.

Be Flexible

Flexibility in planning and designing is a key to good training. This means that while there may be an excellent plan on paper, the trainer is willing to discard it if the group wants to discuss something else.

Or, it may be possible to combine ideas of the trainer with those of the trainees. One woman at a training session told the trainer, "What I really need help with is how to make a home visit." The trainer found that several in the group were concerned with how to talk to people, so this became the topic of the training session.

Change Plans

One trainer had made plans for a volunteer agency representative to talk to the trainees at their next meeting, but he learned that the trainees were anxious about their role in the coming ACS regional conference and needed the next meeting to discuss it. This meant that the trainer had to change his plans by asking the representative to change the date and talk to the trainees after the convention.

"I hated to ask him to switch the date," he said, "but I explained the situation and told him that I felt the group would be more interested in his

topic if they didn't have the conference worrying them. He was very willing to come later to an In-Service Training session."

Follow through Expressed Interest

Following through on expressed interests of the trainees is important. If they should raise a question or problem that needs a solution, then the trainer should help them find it. A group in a training session wanted to know how they could inform parents about the summer day camp and the kinds of experiences that camping offered to handicapped children. The trainer sat down with them and the group discussed the question. He brought some slides of the camp to the next training session, and the group decided to try to take some of the parents to visit the camp site so that they would know more about it. The trainer's flexibility and willingness to consider the interests of the trainees resulted in the group's involving parents in training about the day camp and its values.

Comfortable Atmosphere

A group will learn best when the atmosphere of the training session is an informal and enjoyable one, as both the physical surroundings and the moods of the trainees are important to the process of learning. It is important to consider what elements make up the training atmosphere—the training spot, the visual aids, the seating arrangement, other training aids. For example, if it is possible, it is better to meet in a room that has movable furniture, since this enables the group to sit in a semi-circle or to break into small table groups. If everyone can see each other, learning will be easier. (See Appendix E for checklist and guides.)

Role of Trainees

The training design should also take into consideration the role and the functions that the trainees will be assuming either immediately or in the future. Which members of the group, for example, may become committee chairmen and need some leadership training? What kinds of learning are needed by those who will be helping with transportation, telephoning, tour guiding, or home visiting? Each member of the training group needs to learn something that can be applied to the particular role he will be taking.

Timing the Training

When you think about the training design, consider the best timing for the particular training series. The planning group needs to think about such things as the length of each session and whether the sessions should be during the day or in the evening. It may be necessary to find out when youngsters in the area get out of school, and how many trainees have children for whom they need to make arrangements. This information might be obtained from the trainees' interview records.

Consider the dates of the sessions. Should there be two sessions a week, or one every week? Should monthly sessions be arranged? To what extent can the sessions avoid an overlap with other events in the community? Perhaps checking the Post calendar will avoid some conflicts. In any case, the trainer and the trainees need to sit down together to plan the dates and length of the training sessions, which might be done at the conclusion of the Job Introduction Session.

Spacing Your Training

Spacing the training sessions helps to make learning useful for the trainees. For example, one or two sessions might be held before the volunteers become involved in their new jobs or in committee work, with the next sessions taking place after the volunteers have had the opportunity to become acquainted with their jobs and with the Army Community Service program. If the trainees have already begun working, they will probably come to the training session with specific questions and problems that may form the basis for much of the training content.

Design Includes all Types of Training

Thus, the training design might include Job Introduction followed by Orientation and On-the-Job Training. As the volunteers become active in the ACS program, they can participate in and plan In-Service Training, since they have problems and questions that result from their jobs and their committee meetings. The main objective is for training to become practical for the trainees, as they realize the connection between that which is being discussed and their actual experiences in the program.

Learn by Doing

When planning the training content, give trainees an opportunity to try out new learning at the training sessions, since they can learn things better by doing them rather than hearing from others how they should be done. For example, since practicing is important for learning, those learning telephone techniques can practice on each other during a training session, or trainees can practice how to lead a group discussion, how to make a public speech, or how to develop an agenda.

Training in Pieces

Another point to consider is that the people involved in training will learn better when their training is given in pieces. They should not be given too much new material at once, and the training content should be relevant to the needs of the training group.

The effectiveness of training will also be enhanced if a variety of consultants are included in the sessions. All kinds of people can be consultants. For instance, a volunteer who participated in planning and carrying out last year's summer camp for the handicapped can discuss his experiences. The things he learned the hard way—by trial and error—helped him learn, so he can share his good and bad experiences. Another adult with teaching experience might lead a training group of teacher aides in a discussion about learning at different grade levels or what teachers expect of their aides. Teenagers might be asked to talk to a training group that is planning teenage participation in the volunteer program. These consultants will make training more interesting and more useful.

Even the trainees themselves can serve as consultants to one another. At one training session, for example, an adult who had taken other peoples' children into her home during emergencies was able to give the other adults hints about the kind of things that would be involved if they faced similar situations.

Help by Sharing Ideas

It is a good experience for the trainees to share the constructive experiences of their groups or committees as well as those activities or projects that did not work out well. They may be able to get, or give, help or ideas in interacting with members of other groups. Also, they can observe each other at training sessions, they might be able to help each other plan, and they might phone each other when they need help. In one volunteer agency, a volunteer "senior interviewer" holds a monthly refresher course in interviewing for all the volunteers involved in interviewing.

One group of volunteers was discussing how to keep records of volunteer hours with a minimum of bookkeeping, and one member described how records were kept at another volunteer agency where she had worked. This opened up new ideas for the group and they soon produced a workable system for their program.

Feedback Necessary

Learning will be supported if a mechanism that allows constant verbal or written feedback is built into the training program. It is important that the trainer hear about what goes well, what questions there are, and what kinds of things the groups do not understand. Similarly, the trainer needs to keep his ears and eyes open in order to sense when someone has not understood and needs another explanation. For example, the volunteer working at the reception desk may need several explanations concerning applications to be filled out by clients.

It is important to use the feedback material when planning future training sessions and in relating the content of the training to the group. When one trainer, for example, was told by his group that he was not available for individual questions, he decided to stay half an hour after the training session so that individuals who had questions could come and talk with him. In a friendly way, he invited members of the group to make use of this time in any way they felt would be most helpful to them.

Related to feedback is the evaluation of each training session by those in the group. Evaluation, like feedback, can be verbal or written; either way, the information and

thoughts expressed by the trainees in their evaluations should be used in planning future training sessions. (A sample Evaluation form is included in Appendix B.)

One trainer said that, to have a good evaluation, a trainer needs a sense of security: The trainer should really want a true evaluation, and not want everybody to say it was good because they know that's what he wants to hear. He must be honest in his presentation by letting the group know from the beginning that there will be an evaluation at the end, and explaining the helpfulness of an honest evaluation. The trainer should show those in the group that he welcomes suggestions and uses them in future sessions.

The trainer also can conduct his own evaluation of each session. He can ask himself questions like: What went well? What did not go so well? How was the atmosphere? How was the participation by the trainees? Was everybody really communicating? Were the objectives of the session achieved? How could the next session be improved? Are there any items that need to be followed up?

The Team Concept

Remember that the trainer is the head of a team, made up of people who are going to help people. He is an injector of ideas, of notions, of helpful hints that will make the members of the team more capable and more sure of themselves in working as volunteers. The team's motivation to learn will be either enhanced or lessened depending on the skills, understanding, interest, and sensitivity of the trainer. It is in these ways that he is the key connector between that which is to be learned and the learner, between the learner and the Army Community Service Center, between the learner and the clients.

Summary

For the best results, the trainer should, when planning the training design, try to put himself into the shoes of the trainee. He can ask himself questions like: How could I be motivated to learn? What would make me want to learn how to work with others? What are the kinds of things that would help me in a session so that I would be more sure of myself when I go to the next committee meeting? Then, when he has figured out what would be helpful, he will be able to plan a design for learning that will help others. This planning—done with the help of the volunteers—involves using the best possible methods, such as those discussed later in this chapter.

Thus, when considering training designs, the trainer can think about himself, the trainees, the people with whom the volunteers will be working, and the kinds of things the volunteers will need to learn. Designing

learning experiences with these thoughts in mind can make training a fulfilling and rewarding experience.

Section VI

Groups

Tailor Training to Groups

The training design will achieve better results if it is tailored to the needs of the particular group of trainees, especially since there are several types of groups—persons working together on a task that requires their cooperation—working within Army Community Service. Training might be conducted in a small or a large group, but as the size of the group enlarges, it of course becomes more difficult to satisfy individual needs as well as group needs.

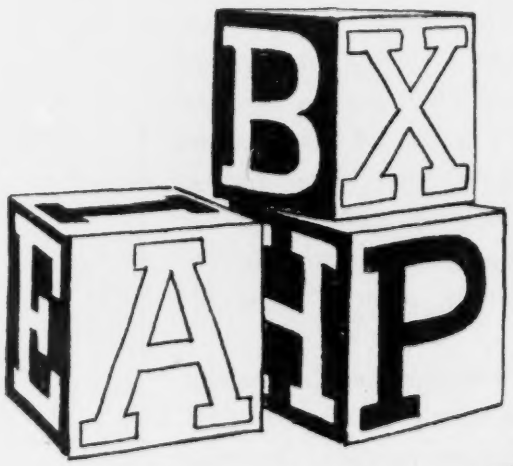
Small or Large

In dealing with any group, large or small, the purpose of the group's formation is an important factor for designing appropriate training. For example, is it a group of Army wives meeting to discuss the needs of newcomers to the post? A group of servicemen and wives planning summer activities for children? A group of ACS personnel meeting with civilian welfare representatives to plan cooperative activities? A diverse group of volunteers—men, women and teenagers—exploring possibilities for future volunteer work?

Mixed Groups

In addition to the group's purpose, training design also depends on the type of information to be given. In planning Orientation Training, for example, it is important to remember the group that will be involved, and to learn how to involve each trainee in the learning experience. Are the individuals all new to ACS, or is it a mixed group of some new volunteers who have been through Job Introduction and others who have been volunteers in the past?

Orientation Group



Similarly, On-the-Job Training needs to be fitted to the group. Training a small group for a particular job requires consideration of each trainee's abilities and acquired skills. The trainer should be aware of the volunteer training that trainees may have had in the past; perhaps some of the trainees have been serving in a specific capacity within the

Center for some time and are now training for another kind of volunteer job. In-Service Training sessions will often involve a mixed group of new and experienced volunteers, Army officers, and representatives of other agencies.

In-Service Groups

Thus, no matter what group might be gathered together for training or for sharing in a learning experience, it is important to begin with the needs of the group in designing training. The training will be effective to the extent that those needs are satisfied, and those needs are satisfied when training is group-centered, when the methods used involve the learners, and when there is constant back and forth communication between trainer and trainee.

Effective Group Training

Methods and Materials

Section VII

An important ingredient in helping people learn is the training method used. The method selected needs to be suited to the subject matter to be considered, the trainer's comfort in using a particular method, the time available, and the individuals in the training group.

Fit Method to Situation

Some of the many methods from which to choose are listed below, with those methods with maximum group participation listed first (detailed descriptions of these methods are in Appendix F):

Methods

1. Role playing
2. Taped vignette
3. Seminar
4. Workshop
5. Conference
6. Institute
7. Brainstorming
8. Discussion
9. Buzz group
10. Group interview
11. Movie – forum
12. Forum – dialogue
13. Debate – forum
14. Panel – forum
15. Panel discussion
16. Reaction panel
17. Symposium
18. Lecture – forum
19. Lecture – discussion
20. Lecture

In selecting training materials, the trainer should keep in mind that their purpose is to support the trainees' learning experience. Materials are tools to help train, and should not be used to do the job of the trainer. For example, a film may be relevant, exciting, and stimulating, but unless the film is integrated with the training program by the trainer, it will not do the job for which it was intended. (For some ideas about the use of audiovisual materials, training folders, training manuals, pamphlets, case records, and rating sheets, see Appendix G.)

Materials

Most of the material in this chapter has been extracted or adapted from Trainers in Action, prepared for and published by the Camp Fire Girls, Inc.

6

Supervision and Evaluation of Volunteers

Section I

Beginning and Ongoing Supervision

Role of Supervisor

The role of supervisor is assumed when working with, guiding, assessing, and recognizing the volunteers in the group. Supervision is needed to direct, evaluate, and promote the volunteers toward greater responsibility on the job, and to provide for the personal growth and development of volunteers.

Purpose

Supervision is an important ingredient in a volunteer program. A sense of security can be experienced by volunteers who know that the supervisor will answer questions and listen to problems, and their commitment to service can be strengthened by the guidance and personal interest given through supervision. Supervision can help volunteers learn the program with greater ease, do a competent job, and receive satisfaction from their work.

The idea of being supervised may be new to some volunteers. They should soon learn, however, that supervision is a help and a support, and not a "peering over one's shoulder."

One new volunteer remarked, "When I was told I would have a supervisor, I got scared. But my supervisor was so understanding and helpful, I dismissed my fear and enjoyed the job thoroughly. In fact, I look forward to coming to work each week because we have lots to do and fun doing it."

Amount of Supervision

The amount of supervision will vary according to the kinds of jobs and the needs of the volunteers. For example, one group of case aides were assigned to certain clients who needed extended assistance. In some cases, two volunteers went together on home visits, in others, only one volunteer was needed. The volunteers wrote reports concerning their clients' situations and progress and discussed the reports in private conference with the supervisor; ideas were exchanged and some new approaches were suggested by the supervisor.

Apprenticeship

Another group of volunteers felt that working at the reception desk in the ACS Center was a meaningful way to become acquainted with the ACS program. During six hours of "apprenticeship," the trainees were supervised

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by an experienced receptionist and a volunteer. The new volunteers then assumed the role of receptionist "on their own" for several weeks. One volunteer exclaimed, "By then I felt capable of supervising other newcomers. That job is an education in itself."

A supervisor is not someone who "starts a person out" and then forgets that he exists. Supervision is an ongoing job, and supervisors need to be willing to do more than their fair share in the line of duty: They need to be committed to helping people do their best in what they have to offer.

Supervision is Ongoing

Supervisors should believe in the individual's worth and assist each volunteer by keeping open all channels of communication and being readily available. The phone can be used for regular communication to keep volunteers informed; some problems can be tackled with a volunteer at an informal lunch meeting or over a cup of coffee. Interest and recognition can be shown through simple questions like, "How did your meeting go?" or "Are you all set for orientation?"

Communicate with Volunteers

Involvement and motivation are keys to good supervision. Volunteers are not motivated by a pay check and will not continue in jobs that they think are unimportant or of no tangible use, so the supervisor must direct efforts to maintain the interest and enthusiasm of volunteers by keeping them involved. ACS volunteers can be helped to understand how needed they are, and also have their skills and talents increased and improved, through sound supervision.

Involve and Motivate

Types of Supervision

Section II

Supervision, like training, sometimes happens without specific planning. As one volunteer put it, "A supervisor has to be 'on call' twenty-four hours a day!" A supervisor is on the job every time he answers the phone and listens to the experiences or problems his supervisees have encountered in their work.

Informal

Some supervisors try to meet regularly with their workers in a group. This is a good means of sharing ideas, discussing experiences, and learning from one another. New procedures might evolve from the sharing of ideas concerning specific problems and issues.

Group

On the other hand, individual conferences or interviews are helpful for some volunteers. Every supervisor should try to communicate with each supervisee in his group on a regular basis. One supervisor shared this idea: "Thanks to one of the volunteers, I have formed the habit of phoning members of my group for friendly conversations. Many times I would call Mrs. Smith when I needed help because I knew she was available. Once she remarked, 'Don't you ever call just to say hello?' Now I do."

Individual Conferences

Friendly Calls

There are times when a supervisory conference might be planned with one or more supervisees. If so, a relaxed atmosphere should prevail. The

Plan Supervisory Conference

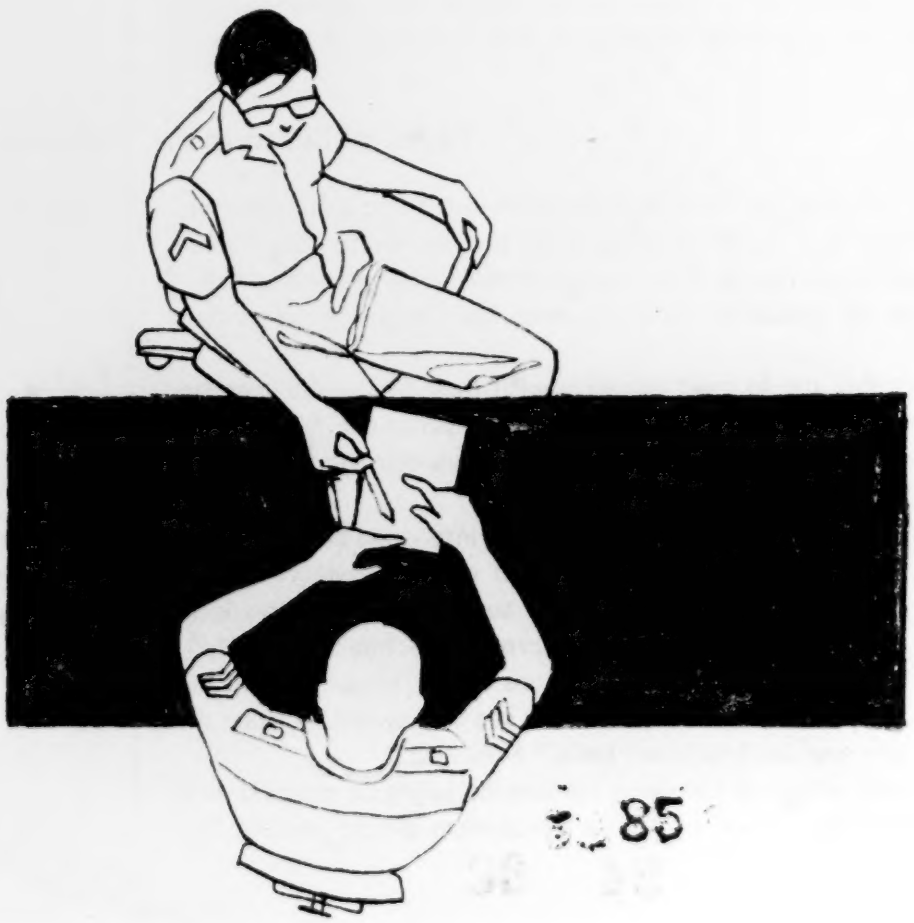
conference can be an opportunity to give recognition for work well done, to make suggestions to improve quality of service, to ask or answer questions, to explain new policies, to explore strengths and weaknesses, or to discuss promotion to greater responsibilities. In any case, supervisory sessions can be important learning experiences.

Section III Evaluating the Volunteer and the Volunteer Program

What Evaluation Is

Evaluation is an important aspect of supervision, and any apprehension that a supervisor has about evaluating supervisees may be a result of a misunderstanding of what evaluation is. It should not be thought of as "sitting in judgment" or telling people they must do better, but as an ongoing means of helping people see where they are going.

Because ACS volunteers want to make sure that the ACS Center provides high quality service, the supervisor owes each volunteer time for evaluation. Like supervisory sessions, evaluation conferences can be a time for



correcting, commending, and recognizing volunteer service. Volunteers have a right to know how they are doing, how they have been helpful, or how they have failed the expectancy of the Center. Through evaluation sessions, it is possible to catch problems in the making, help keep records up to date, re-check volunteer coverage in specific areas, and gather ideas for sharing with others.

Purpose of Evaluation

A closer relationship with supervisees can be developed during an evaluation session. As problems and difficulties are mutually discussed, the supervisees have a chance to ask for help and to suggest ways of improving the effectiveness of volunteer service. An evaluation form might be useful in guiding the discussion. (See Appendix B for a sample form.)

Closer Relationship

Evaluation of the volunteer program in whole and in part should not be overlooked. Time should be arranged, at least once a year, to view the total volunteer program objectively. It will help to gain a perspective of the year's activities, its values, achievements, sense of accomplishments, and new ideas for the future. One approach might be to prepare a questionnaire to obtain individual evaluative responses. No matter what means is chosen, the volunteers themselves should be given an opportunity to comment on their own program and progress.

Evaluate Volunteer Program

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Volunteer Turnover

Section I

Loss of Volunteers

Common Experience

The loss of volunteers is commonly experienced by most agencies and organizations that promote volunteer participation. Despite all efforts to improve working conditions and to maintain high morale within the ACS volunteer program, there have been, and will be, volunteer drop-outs. Many will leave because of change-of-duty station, some will leave due to changing family responsibilities or illness, a few will leave because they obtain paying employment. Also certain individuals are drifters, who seldom remain active in the same program for a long period of time. It is to be hoped that few ACS volunteers will leave because they are dissatisfied with Army Community Service or their particular assignments.

While it is certainly important to do everything practical to keep volunteer loss at a minimum, it is equally important to avoid being caught unprepared for this inevitable circumstance.

Sources of Replacements

One technique is to develop a Volunteer Reserve Unit, to be used as the first source approached to obtain replacements for departing volunteers. Such a unit can be organized as a by-product of recruitment efforts. If the ACS volunteer program is actively recruiting through specific campaigns and year-round promotion, there will probably be some volunteers who are not immediately assigned to specific jobs, who have been assigned temporary duties, or who may have been given partial assignments in order to involve them promptly in the ACS Center program. These volunteers can be grouped together to form the Volunteer Reserve Unit.

Another source of replacements for volunteer drop-outs is the file of Inactive Volunteers. The application forms of former active volunteers can be reviewed to see whether any became inactive due to a temporary situation that no longer exists. Frequently, inactive volunteers welcome the opportunity to become active again, and are delighted to be approached. This procedure has the advantage of obtaining experienced ACS volunteers.

In addition to the Inactive File, other classifications of the ACS volunteer files should also be combed, such as those that may be titled Substitute Volunteers, Auxiliary Volunteers, On-Call Volunteers, Part-time Volunteers, etc. The personal circumstances of some of these individuals may have changed, and they might respond positively to an effort to involve them more actively in ACS volunteer service.

Conversely, it may be possible to replace departing Substitute or Part-time Volunteers with former Regular Volunteers who have obtained part-time employment. Numerous volunteer activities can be done in the

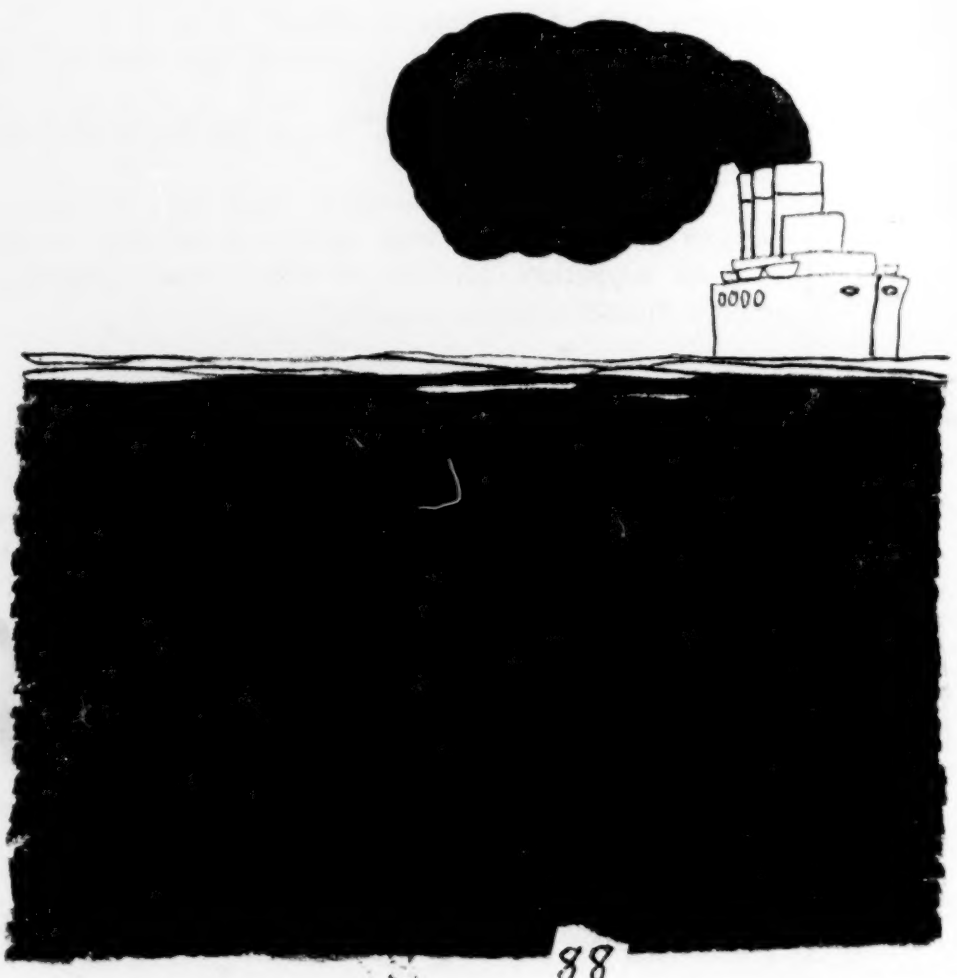
evening at home, and some new mothers or working persons may be interested in continuing to serve as ACS volunteers on a less active basis.

Loss of Key Volunteers

The problem of volunteer turnover becomes particularly difficult when a key volunteer leader is lost. Again, this should be anticipated. One helpful device is that of having Assistant Chairmen, who can be promoted when a Chairman is lost. As for key service volunteers, the use of a "buddy system" can help reduce operational problems that might result due to the loss of an experienced committee member. Through the buddy system or "team assignment" approach, it is possible to have more than one knowledgeable volunteer capable of performing key functions.

Interview Departing Volunteers

A procedure related to loss of volunteers that can assist with improving the ACS volunteer program is to conduct a closing evaluative interview, which has several benefits. One is that opportunities are provided for sustaining positive relationships with volunteers who may participate in other ACS volunteer programs or even return to the same program in the future. The



departing volunteer may share information that provides valuable insight into seldom-considered aspects of the Center's program or volunteer service. Not only can such information be helpful to the Center's program, but it might assist other ACS programs and those to be established in the future.

The evaluative interview should be conducted in a private and cordial atmosphere and candor should be requested. Be sure to express appreciation when a volunteer cooperates with this procedure, since the departing volunteer may be extremely busy with vital arrangements and other obligations.

In some instances it may not be possible to conduct a personal interview. Alternatives are to ask a departing volunteer to complete a written questionnaire or to jot down ideas of direct significance from a strictly individual point of view. If the completed questionnaire or written comments can be obtained early enough, a personal interview might be conducted as a follow-up procedure.

Among the points worth discussing with a departing volunteer are:

(1) Training. Was the training adequate to prepare the volunteer for ACS volunteer service?

(2) Supervision. Was supervision of significant assistance to the volunteer in beginning or later situations?

(3) Assignments. Were assignments interesting and related to the volunteer's training or experience?

(4) Staff attitudes. Did ACS Center staff sincerely demonstrate positive attitudes towards the volunteers?

(5) Strengths and weaknesses. What does the departing volunteer consider the strong and weak aspects of the ACS volunteer program?

(6) Suggestions. What specific suggestions would the volunteer offer to improve the ACS volunteer program?

Section II Releasing Volunteers

Reasons for Release

There can be a variety of reasons why a few volunteers have to be released from ACS volunteer service: Unwillingness to accept direction and supervision, continued unreliability, repeated violation of ACS Center policies, and substandard performance are some possible reasons.

A Serious Final Step

"Firing" should be considered very seriously before the action is actually taken. It should be viewed as a final step only after other measures to correct the undesirable circumstances have been tried. The volunteer being considered for release should receive individual attention; in this light, counselling by Center staff or particular volunteer leaders or reassignment to a different job may remedy the situation.

However, if release appears to be the best course of action, there is one procedure that is important to remember: Before anyone formally mentions releasing a particular volunteer there should be consultation with the ACS Officer. The decision to fire an ACS volunteer should not become official until the ACS Officer is convinced of its necessity and indicates his concurrence.

Consult the ACS Officer

Fortunately, there are few instances when volunteers must be discharged. Sound procedures of interviewing and selection will generally keep the number of unsatisfactory volunteers to a minimum. However, the occasional act of discharging a volunteer clearly demonstrates that it requires as much skill to fire as it does to hire. Firing someone is not an easy action; it can be very difficult and unpleasant to tell people who are voluntarily contributing time and energy, and may have sincere intentions and earnest motivations, that they are no longer wanted by the ACS Center. In fact, this is probably the toughest single aspect of administering a volunteer program.

Nevertheless, there must be no equivocation about releasing certain volunteers as quickly as possible, because volunteers who cannot participate in a satisfactory manner may weaken ACS volunteer service and the Center program. Standards can begin to deteriorate,
and the volunteer program may lose status
in the eyes of active ACS volunteers
and the Army community.

There is no simple formula for handling the delicate and sensitive task of informing a volunteer of his failure to perform according to the standards of the ACS volunteer program. Each situation will require individual consideration, and the particular circumstances will influence what is said and how to say it, but some guidelines can be offered:

Suggested Procedures

(1) The person who did the "hiring" should also do the firing. If the interviewer who originally selected the volunteer-to-be-fired is no longer available, the current Supervisor of ACS Volunteer Service (who is usually responsible for interviewing and selecting ACS volunteers) can appropriately perform discharge actions. If some person who was involved in the volunteer's selection or supervision is available, then the discharge action may be performed as a joint responsibility.

(2) Some situations may be relatively easy to handle. Some volunteers will understand a few direct but gentle statements, and may agree that poor work was being performed. A discussion of the situation might be appreciated, and the volunteer being released may feel relieved by being honestly confronted by fellow volunteers. Some discharged volunteers display objective insight and leave without becoming defensive and antagonistic.

(3) In other more difficult situations, it may be useful to begin by reviewing the volunteer's performance in relation to duties assigned. This review can include information obtained from supervisors and committee leaders, with adequate time for full discussion and opportunities for expression of differing opinions. Tact and patience can be effectively mixed with understanding and appreciation. A private setting removed from the ACS Center may be helpful.

Encourage Resignation

(4) The volunteer being released can be encouraged to resign. This suggestion can reduce the length of discharge meetings, and might eliminate some of the awkward aspects of a volunteer's separation from ACS volunteer service. Resigning from one volunteer program may be helpful to the volunteer who seeks another setting in which to perform volunteer service.

(5) During the meeting with a volunteer being considered for release from the ACS volunteer program, discussion of the potential for participation in other settings may reduce feelings of disappointment and defensiveness. In appropriate instances, volunteers who resign from the ACS volunteer program, and even some who may be released, may be referred to other agencies that incorporate volunteer participation. It is certainly possible that volunteers who do not perform satisfactorily within Army Community Service may be more successful in other programs.

Referral to Other Programs

However, referral to other agencies should never be an expedient solution to an awkward situation. Referrals to other agencies require careful evaluation—otherwise, any such referral can be a serious disservice to other organizations. In addition to the difficulties that might arise within the

receiving organizations, there is likely to be a deterioration of positive relationships between ACS and other agencies. An essential practice is to provide the receiving agency with an honest and fair evaluation of the referred volunteer.

(6) Since releasing or firing volunteers is difficult and requires delicate processing, discharging an ACS volunteer should be performed on a face-to-face basis. Mailing a letter or other notice of release can produce excessively negative reactions and may result in poor public relations for ACS volunteer service and the ACS program. A personal interview can provide a means for maintaining positive relationships in many cases, and may yield benefits to the ACS volunteer program through honest discussion of program conditions that need correction or revision.

Personal Interview

Transferring Volunteer Records

Section III

Records are Important

The efficient maintenance of records is an important facet of a volunteer program in order to facilitate the continuous participation of volunteers in Army Community Service, even though the volunteers relocate to various Centers every few years. Also, these records of hours of service and performance are the basis for recognition, such as the awarding of certificates or pins.

Experienced ACS volunteers should not be lost to the Army Community Service program because of inefficient procedures of transferring volunteer records. The prompt transfer of accurate records will help ASC leaders in the "new" community to properly greet the transferred ACS volunteer, and volunteers will usually be more highly motivated to continue as active ACS volunteers if they receive a warm welcome from the "new" ACS Center in their new community. Not to be overlooked is the benefit to the new ACS Center that gains a trained and experienced ACS volunteer.

Personnel Folder

A Personnel Folder might be prepared for each ACS volunteer. This folder can be the repository for all data and materials pertaining to the volunteer, such as the Application for Volunteer Service, notes from the initial interview or from supervisory conferences, Job Description, correspondence, and any special records or documents. Personal data or confidential information should be limited to material essential and directly related to the volunteer's assignments or service performance.

Update Records and Mail Early

Upon learning that a volunteer is going to relocate to another community, ACS volunteer leaders should arrange for these records to be brought up to date. A duplicate of the Application for Volunteer Service is to be prepared for permanent retention, and the volunteer's Personnel Folder mailed to the ACS Center nearest to the new community. A letter of

transmittal would be appropriate and helpful. The volunteer's records should be mailed early enough for the receiving ACS Center to arrange for a prompt welcome soon after the volunteer arrives in the new community.

Personal Circumstances Change

The transfer of records can apply to all classifications of ACS volunteers, since the personal circumstances of volunteers may change with a change in location: Someone who was a part-time Volunteer with one program may be able to serve full-time with another program.

It may not be as easy for ACS Centers to keep aware of the relocation of volunteers who are not regular or full-time. Therefore, it may be necessary for the "new" ACS Center to request the transfer of records of an experienced ACS volunteer who shows up unexpectedly. Under such conditions, the transfer of records should be promptly completed, and the sending ACS Center may want to include a personal note of good wishes for their former volunteer.

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Conclusion

Section I

Volunteers: Heritage and Hope

American Philosophy of Voluntarism

America is a land of many assets, some of which are often more quickly observed by visitors from foreign lands. A particularly significant observation was made more than a century ago by Alexis de Tocqueville, who stated in his writings that the young nation of America had developed a philosophy of volunteer service that is unique in its scope and almost universal spirit.

Heritage of Service and Accomplishment

America's philosophy of volunteer service has remained a unique characteristic throughout the nation's growth and development. For hundreds of years, American volunteers have served their fellow man both at home and abroad. The contributions of these volunteers have produced a heritage of service and accomplishment.

Basis for Hope

Volunteers are a major American resource, to be nurtured, developed, and supported. In fact, to many persons, the philosophy of volunteer work—which has been passed from generation to generation—represents the basis for hope in the future. The spirit of volunteer service radiates the

resource by one of America's oldest organizations; this official provision for ACS volunteer service helps to strengthen understanding and support for the recognition of the tangible benefits that result from voluntary efforts. The heritage of service by military wives and others to the Army has, once again, helped to reveal the valuable resource that America possesses in its spirit of volunteer service.

Guide Toward Progress

This Handbook is designed to assist with the nurturing, development, and operation of ACS volunteer programs by serving as a guide and a tool in encouraging action and fostering hope. Only through active implementation and promotion by ACS leaders will ACS volunteers be able to help transform into reality the hope for a better future, thereby adding to the heritage of American volunteer service.

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Appendices

A

Job Descriptions and Committee Procedures

Section I—Sample Volunteer Job Description for ACS Volunteer Chairman

JOB TITLE: Chairman of ACS Volunteer Service

JOB OBJECTIVES: To assist with the organization and development of an ACS volunteer program.

To provide direction and leadership to the administration and operation of ACS volunteer service.

JOB ACTIVITIES: Works with the Coordinating Committee on ACS Volunteer Service in promoting volunteer participation within Army Community Service. Assists in designing volunteer recruiting campaigns. Develops training programs for ACS volunteers. Interviews and selects ACS volunteers. Maintains adequate records pertaining to ACS volunteers.

QUALIFICATIONS: Applies knowledge of organizational procedures in organizing, developing, and relating volunteer program to the objectives of Army Community Service. Utilizes personal experience as a volunteer to identify volunteer job assignments, and assists with volunteer supervision. Employs knowledge and understanding of human behavior in interviewing and selecting ACS volunteers.

ACCOUNTABILITY: Responsible to the ACS Officer.

Section II—Sample Volunteer Job Description for Typist or Clerk

JOB TITLE: Volunteer Typist or Clerk

WORK PERFORMED: Under direction of supervisor, typing and general clerical duties will be performed in the central office of the ACS Center. Correspondence, forms, reports and other material will be typed from drafts, samples, or verbal instructions. Correspondence, literature, reports, records, reference material and other items will be filed in proper places. Official Army publications will be catalogued and kept current.

QUALIFICATIONS: Average typing ability is preferred, along with ability to follow official military procedures related to different materials. Some experience in use of dictating equipment will be helpful. Capacity to make simple decisions regarding filing, within established regulations, is necessary. Ability to identify and correlate information is desirable.

Section III—Sample SOP Outline for Committee on Service to Handicapped

CHARGE: To assist eligible personnel with solutions to personal or family situations involving physical or mental handicaps that are beyond the resources of the individual or family concerned. In addition, this committee will sponsor special programs of interest and benefit to personnel with physical or mental handicaps.

SCOPE: The members of this committee will engage in activities authorized by ACS leaders. The activities which are generally conducted involve collection and dissemination of information, and special events of social or recreational nature. Medical activities generally are not performed or directed by this committee.

ACCOUNTABILITY: The members of this committee are responsible to the Chairman, and the Chairman is responsible to the Assistant Supervisor of Volunteer Service. Specific supervisors may be designated for special events or programs. Committee members will be delegated individual responsibilities, and the Chairman or supervisors will provide direction and coordination.

COMPOSITION: Members of this committee will be ACS volunteers who have special knowledge, experience, or interest in physical or mental handicaps. They may receive training or information that is directly related to the problems of handicapped persons. Tact and patience are preferred qualities for members of this committee.

SERVICES:

(1) Conduct surveys and obtain information on resources available for handicapped persons.

(2) Maintain current files on resources available for handicapped persons.

(3) Provide information on available resources to eligible personnel.

(4) Assist personnel with completion of official forms, documentation, and other aspects of obtaining institutional placements for handicapped persons.

(5) Assist personnel with obtaining out-patient care and treatment for handicapped persons.

(6) Plan and conduct social and recreational activities for handicapped persons.

SPECIAL PROCEDURES:

(1) This committee will maintain contact with Health Resources, Information Branch, Office of the Civilian Health and Medical Program of the Uniformed Services (OCHAMPUS), and local agencies that serve the handicapped.

(2) This committee will maintain close liaison with all other ACS volunteer committees in order to compile information on handicapped dependents who are discovered during in-processing or activities of the other committees.

(3) Members of this committee will consider all information concerning personnel assisted by the Service to Handicapped Committee to be confidential. There will not be discussion of any persons, circumstances, or observations beyond the sharing of data for official purposes, and all correspondence will be considered in strict confidence.

Section IV—Sample SOP Outline for Committee on Financial Counselling

CHARGE: To assist eligible personnel with solutions to personal or family situations involving financial difficulties.

SCOPE: The members of this committee will engage in activities authorized by ACS leaders. The activities which generally are conducted involve individual counselling and group programs related to budgeting and money management. Awarding financial loans or grants will not be activities conducted or directed by this committee.

ACCOUNTABILITY: The members of this committee are responsible to the Chairman, and the Chairman is responsible to the Supervisor of Volunteer Service. Special program directors may be designated to supervise group activities of technical nature. Committee members may be delegated individual responsibilities, and the Chairman or program directors will provide supervision and coordination.

COMPOSITION: Members of this committee will be ACS volunteers who have special knowledge, experience, or interest in personal money management or family budgeting. They may receive training or information that is directly related to alleviating financial problems and the development of sound money management practices. Knowledge or experience related to accounting or home economics, and ability to explain principles of budgeting are preferred qualities for members of this committee.

SERVICES:

(1) Personally assist with the development of individual or family budgets.

(2) Provide direct counselling on activities such as shopping or meal preparation in order to assist with improving the purchasing power of families with limited financial resources.

(3) Arrange for, and participate in, courses in consumer education, financial institutions, and general economic prihciples.

(4) Assist with obtaining financial loans or grants.

SPECIAL PROCEDURES:

(1) This committee will maintain contact with agencies and institutions that can provide assistance in terms of printed information, speakers, instructors, and financial assistance.

(2) This committee will maintain close liaison with all other ACS volunteer committees in order to promptly offer assistance to eligible personnel who develop financial difficulties.

(3) Members of this committee will consider all information concerning personnel known to or assisted by the Financial Counselling Committee to be confidential. There will not be discussion of any persons, circumstances, or observations beyond the sharing of data for official purposes, and all correspondence will be considered in strict confidence.

B

Samples of Administrative Forms

Sample Form No. 1

TRAINEE'S EVALUATION OF TRAINING

NAME OF CENTER _____ DATE _____

NAME OF TRAINEE _____

POSITION IN CENTER _____

I. Rate the training program on an overall basis:

Excellent _____ Very Good _____ Good _____ Fair _____ Poor _____

Not Worthwhile _____ Other (Specify) _____

II. Rank the sessions in order of quality:

1st (highest) _____ 4th _____

2nd _____ 5th _____

3rd _____ Etc. _____

III. Which session do you recall as being the best session?

Give name/number of session: _____

Give reason: _____

_____

_____

IV. Which session do you label as "least worthwhile?"

Give name/number of session: _____

Give reason: _____

_____

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V. Which of your own expectations of the training program were fulfilled at which session?

_____

_____

Which were not fulfilled? _____

_____

VI. List the three most important things you learned during this training.

1. _____

2. _____

3. _____

VII. What recommendations do you suggest for the next Training Program in terms of:

1. Number of sessions _____
2. Length of each session _____
3. Time of sessions _____
4. Content (subject matter to cover) _____
5. Teaching methods to use _____
6. Materials required _____
7. Other suggestions _____

(Use space below for longer answers)

(Adapted from Training Part-Time Staff by Louis Lowy and Leonard Bloksberg, National Jewish Welfare Board, 1966, New York, N.Y.)

10[illegible]

Sample Form No. 2

SESSION FOR SUPERVISOR EVALUATION OF VOLUNTEER WORK

NAME OF CENTER _____ DATE _____

SUPERVISEE _____

POSITION _____

SUPERVISOR _____

SUPERVISOR _____

DISCUSSION ITEMS

A. THE JOB

1. Interesting and suitable?
2. Suitable hours?
3. Need for any changes?
4. Recommendations for better quality of job?
5. Any pertinent experiences to share and discuss?

B. RELATIONSHIPS

1. Work well with fellow volunteers?
2. Work well with other personnel?
3. Any problem areas to discuss in this regard?

C. NEEDS

1. On-the-job training needs?
2. Weak points that need attention and development?
3. More or less supervision?
4. More or less responsibility?

D. RECOMMENDATIONS

1. What strong points need encouragement?
2. Any special interests that may open new areas of volunteer work?

Sample Form No. 3

APPLICATION FOR VOLUNTEER SERVICE
FORT ACS, USA

Name:	Sex: M F Age:
Address:	Citizen:
Phone:	Marital Status: S M W
Work Experience:	Name of Spouse:
	No. of Children: In School:
	Education: 1 2 3 4 5 6 7 8 9 10 11 12
Volunteer Experience:	College: 1 2 3 4 Degrees:
	Special Courses:
Choice of Volunteer Work:	Interests, Skills, Hobbies:
	Languages:
Applicant's Signature:	Drive a car:

Notes:

Available for Volunteer Service			
	Morn	Aft	Eve
Mon.			
Tues.			
Wed.			
Thurs.			
Fri.			
Sat.			
Sun.			

	Date	Interviewer

Sample Form No. 3
(Reverse Side)

APPLICATION FOR VOLUNTEER SERVICE

TRAINING

Type	Date Completed	Hours Completed

VOLUNTEER HOURS CONTRIBUTED

Activity	Location	Dates	Hours

AWARDS AND SPECIAL RECOGNITION

Type	Where Presented	Date

Sample Form No. 4

REQUEST FOR VOLUNTEER SERVICE
FORT ACS, USA

Committee or Activity: _____

Number Volunteers Needed: _____

Days and Hours of Work: _____

Date to Start: _____

Date to Finish: _____

Special Requirements: _____

_____

_____

_____

_____

Person Volunteer Reports to: _____ Phone: _____

Person Making Request: _____ Phone: _____

Date of Request: _____

Comments: _____

_____

_____

_____

Request Received by: _____

Job Filled: _____ Unable to Fill: _____ Other _____

Date Referred	Name of Volunteer/Group	Number Placed	Date Job Completed

Certificate for Completing Training

ARMY COMMUNITY SERVICE
U.S. ARMY TRANSPORTATION CENTER AND FORT EUSTIS
FORT EUSTIS, VIRGINIA

Certificate of Completion

THIS IS TO CERTIFY THAT

_____

HAS SUCCESSFULLY COMPLETED THE ARMY COMMUNITY SERVICE VOLUNTEER TRAINING COURSE AND IS A QUALIFIED VOLUNTEER. DATE:_____

ACS Officer_____ ACS Supervisor _____

Army Community Service
Fort Eustis, Virginia

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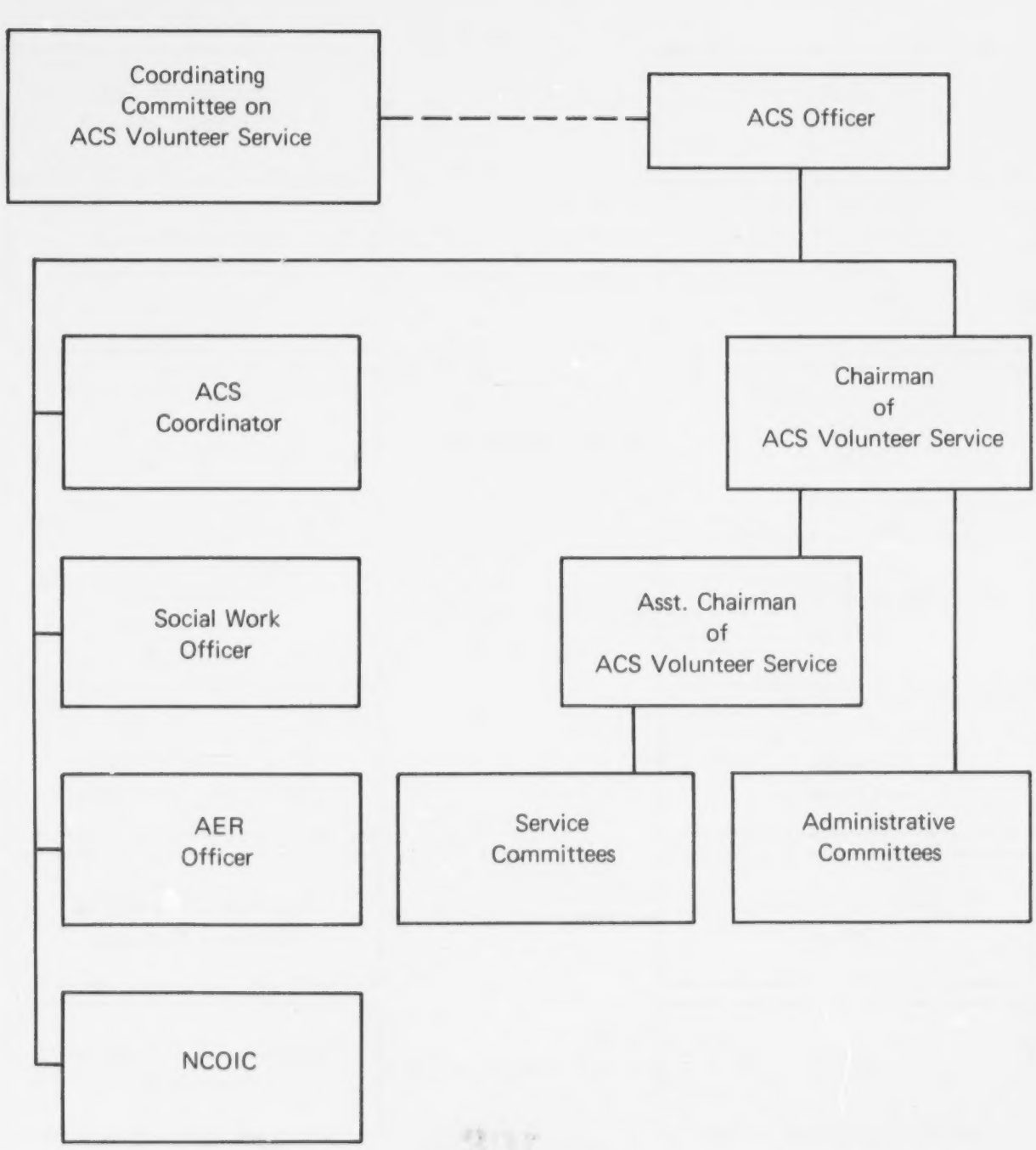
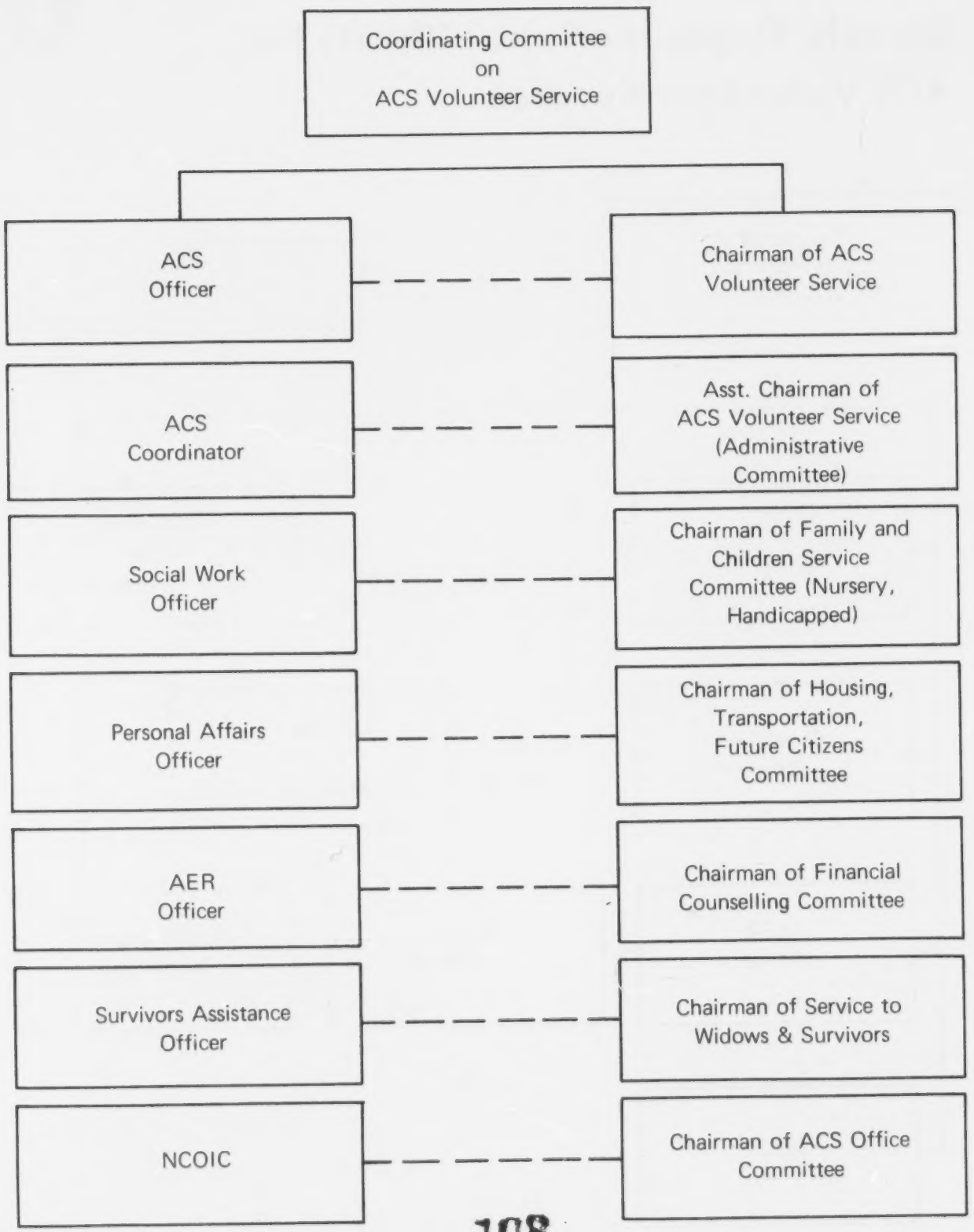
C

Sample Organizational Charts for ACS Volunteer Service




Coordinating Committee
on
ACS Volunteer Service
ACS
Officer
Chairman of ACS
Volunteer Service
ACS
Coordinator
Asst. Chairman of
ACS Volunteer Service
(Administrative
Committee)
Social Work
Officer
Chairman of Family and
Children Service
Committee (Nursery,
Handicapped)
Personal Affairs
Officer
Chairman of Housing,
Transportation,
Future Citizens
Committee
AER
Officer
Chairman of Financial
Counselling Committee
Survivors Assistance
Officer
Chairman of Service to
Widows & Survivors
NCOIC
Chairman of ACS Office
Committee

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D

Interviewing Principles, Techniques, and Procedures

PRINCIPLES

Two-Way Street

An interview is a two-way street. It is used to get information from the volunteer applicant, and to give information about your Army Community Service program.

Confidentiality

The confidentiality of an interview is directly respected and the volunteer applicant is reassured that it is safe to impart personal information as necessary. The reasons for personal questions are explained in order to reduce the applicant's hesitation and reluctance to answer. Personal information about volunteers is shared with only those persons who absolutely need to know about data that might affect attitudes and performance of volunteers once they have been assigned within your ACS Center.

Objectivity

The interviewer is to be aware of personal attitudes that might influence the interview process or the interviewer's reaction. It is important for the interviewer to endeavor to remain objective and unbiased.

Planning

An interview requires adequate planning. This includes having an application form handy, preparing certain questions that will prompt discussion and obtain information, and obtaining current information about potential volunteer assignments. Part of interview planning involves the manner in which the volunteer applicant is received upon arrival for the interview. The appropriate personnel will have been informed of the applicant's arrival, the place of the interview will have been arranged, and adequate time for careful and unhurried talk will have been scheduled.

TECHNIQUES

Help Applicant Relax

Put the volunteer applicant at ease with a warm and friendly greeting. Perform some overt act such as offering a chair, or taking a coat. Start a conversation with a casual remark about some general topic. Pleasant conversation may be continued for a short time until the applicant appears relaxed. Remember, conversation in an interview should be applicant-centered.

Begin the interview where the applicant wants, and help the applicant explain what motivated his interest in becoming an ACS volunteer.

Art of Questioning

An important interview technique is the art of questioning. Questioning is conducted chiefly for two purposes: To obtain specifically needed information, and to direct the applicant's conversation into particular

channels. In general, open-ended questions are effective in prompting the flow of information rather than brief "yes" or "no" responses.

Be a Good Listener

It is very important that the interviewer be a good listener. By asking brief and relevant questions, it is possible to indicate that essential points expressed by the applicant have been heard and understood.

Inexperienced interviewers often become uneasy due to periods of silence. This should not cause concern or uncomfortable feelings, as silence on the part of the interviewer may encourage the applicant to talk more freely and extensively. Silence can be more advantageous than a flow of chatter or immaterial remarks.

Art of Giving Information

Interpretation of your ACS program can be woven into the conversation as the interview proceeds. This involves the art of giving information. It is important that the interviewer look interested and give information in an interesting manner. The amount of information to be given different applicants is to be carefully determined. An applicant with special skills and previous volunteer service can be given considerable information about Army Community Service and your volunteer program. An applicant with few skills and no previous volunteer service may be overwhelmed and confused by too much information.

Obtaining Information

Descriptions of possible assignments can encourage the volunteer applicant to recall previous employment or volunteer experiences. In this way, conversation can be directed toward educational and specific life experiences, including family patterns and personal attitudes.

Be certain to obtain information specifically related to certain potential assignments. This might include physical limitations, availability of a motor vehicle, eligibility to drive certain vehicles, and definite or specific time limitations.

Explain Purpose and Practices

Early in the interview, the purposes of the interview process should be explained. It is important to prepare an applicant for the possibility that circumstances may suggest that the applicant explore other organizations as settings for volunteer service.

Be certain to point out that assignment preferences or interests of the volunteer applicant are carefully considered in selecting and assigning ACS volunteers. However, it is important that the interviewees understand that priority is given to assignments that most meet the needs of your Center and the people it serves. In addition, the established system of specific terms of service in leadership positions should be explained to illustrate your Center's general approach to flexibility and the rotation of responsibility.

Specific assignments are discussed in relation to the applicant's experience, interest, abilities and attitudes.

Length of Interview

Do not permit an interview to drag out. Interviews are to be long enough to become acquainted, find out the applicant's interests and motivations, provide information about your ACS program, answer questions, and

discuss potential assignments. Under ordinary circumstances, interviews can average 30 to 45 minutes.

Closing the Interview

Terminating an interview when the applicant is acceptable and interested in becoming an ACS volunteer is not very difficult. Be certain, however, that the applicant clearly expresses his agreement to serve.

There will be instances when applicants do not meet the standards for ACS volunteer service. Such instances require special skills and techniques.

Some applicants will represent "risks" in terms of being potentially successful ACS volunteers. In such instances, the interviewer should secure deeper understanding of the applicant. It may be beneficial to seek assistance of other persons, perhaps someone highly skilled in psychology or personal counselling. Clarify the limitations of the applicant in order to assign him appropriately to a job that offers good possibilities for success. However, this technique should not become an expedient substitution for thorough exploration and assessment during the interview.

It is probable that there will be problem applicants. Either from the beginning of the interview or as it progresses, it may be determined that the applicant cannot qualify.

One technique is to carefully discuss factors that might diminish the applicant's interest in your ACS Volunteer program. Specifically mention aspects of your program that tend to make ACS volunteer service unsuitable for or unattractive to the applicant. The result may be a personal decision by the applicant against pursuing participation in your program. This technique can fail because some applicants may not personally apply the interviewer's words. It is generally advisable to be honest and explain there is no assignment consistent with the applicant's qualifications. Subterfuges, such as waiting lists or vague future interviews, disappoint and annoy applicants who may become bitter antagonists of Army Community Service.

Another technique is that of referral. The interviewer should try to keep informed about other programs in which volunteers participate, and refer applicants to appropriate agencies or organizations. Such referrals should provide the applicant with a specific address or name of a person. However, such referrals should not be made unless the interviewer believes the applicant may qualify for the other agency's program. As a general referral resource, the local Volunteer Bureau might be suggested to the applicant.

PROCEDURES

Interview Topics

Information commonly discussed during an interview includes job requirements, hours of service, conditions of work, training required, supervision to be expected, and key policies and procedures. The obligations of an

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ACS volunteer should be clearly outlined. Becoming a member of your ACS Center team can be explained, along with the necessity for regularity, reliability, and loyalty to your ACS Center.

Application Form

It is usually preferred to have the application form filled out in advance of the interview. (Application forms may be filled out at recruitment meetings, in offices of delegated organizations, immediately prior to the interview, or it may be necessary to complete the application form as the interview progresses.) The interviewer can be helped by referring to the application form prior to, during, and after the interview.

It is important that any significant information about the volunteer, or the volunteer's ability to serve, be recorded on the application form. This applies to all volunteer applicants interviewed. Notations are usually recorded in an appropriate or specified place on the form by the interviewer as soon after the interview is concluded as possible. The recording of pertinent information not included in the regular spaces of the application form can be helpful in relation to immediate and future participation of ACS volunteers.

Assignment

If a specific assignment can be mutually determined during the interview, the volunteer can be given detailed information about the job to be performed. A copy of the Job Description or Committee SOP can be provided. If practical, the volunteer can be introduced to the person with whom the volunteer will directly work. The next steps should be clearly outlined to the accepted volunteer: What date and time to report, to whom, and any other special instructions. Information about training programs and committees (meetings) may also be provided.

Express Appreciation

At the conclusion of all interviews, it is important that the interviewer express appreciation for the applicant's interest. A friendly "thank you", and perhaps a handshake or some other gesture, can send the applicant away with a good feeling about Army Community Service and your particular program. It may also be appropriate to provide some written literature about ACS and your Center. These actions can help increase the public's awareness and understanding of Army Community Service, and might produce additional interest among other potential volunteers.

E

Training Atmosphere

Coupled with a friendly attitude of the trainers, attention must be given to the physical setting and the many details that govern comfort during training. The place of training should be easily accessible to the trainees. It should have parking facilities, and should be free from noises and outer disturbances.

Place

The room should accommodate the group comfortably. If the room is too large, the group may lose the important feeling of togetherness. The room's lighting, ventilation, heat, or air conditioning should be checked. Shades or curtains should let in light or keep out bright sunshine. Enough chairs should be available, and chairs should be comfortable. Avoid chairs that scratch or snag clothing. Chairs and tables should be arranged in an appropriate manner; it is best if trainees can all see the trainer and can also face one another.

Room

Materials needed for trainees should be checked: Prepared name cards, writing materials such as pads and pencils, trainee packets, and ash trays.

Materials

The audio-visual materials and equipment should be checked. Are there outlets within reach of the cord or are extension cords needed? Are the machines in working order and does the trainer know how to run them?

If blackboards are to be used, be sure chalk and erasers are handy. If charts or portabords are used, have crayon, cellophane tape, and other accessories on hand.

The trainer should check his materials. Does he have his outline plan? If he intends to use reference data, does he have the needed books, records, reports, files, or letters with him?

If refreshments are needed, check the needed articles: right-sized coffee maker, soft drinks, cups, spoons or stirrers, napkins, cream, milk, sugar, glasses, ice cubes, water pitcher, plenty of cookies or doughnuts or whatever is to be served.

Refreshments

A good way to insure the fact that you have planned and prepared well for your training session is to use a check list each time you are responsible for a training session or meeting.

Check List

Two sample lists are appended. The first is a general guide for any type of meeting. The second concentrates on meeting facilities.

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GUIDE FOR PLANNING MEETINGS

Meeting Objectives
- Are they clear?
- Are they attainable?
- Are they realistic in terms of time, audience and conditions?
- Do they conflict or relate to organization policy?

Facts About Audiences
- Who is coming?
- What categories of jobs or responsibilities do they represent?
- How familiar are they with the subject?
- What areas do they need help in?
- Do we have enough information about their problems?
  - Should we send questionnaires?
  - Interview?
  - Check field reports?

What We Want to Say
- Do we have an inspirational message?
- Is it a demonstration of new product or process?
- Is it a statement of policy?
- Are we interested primarily in discussing problems?
- Are we looking for recommendations or new ideas?
- Do we want to get new information on:
  - Product? Process? Market? Organization?

Kind of Program Participants
- Do we need experts in particular subjects as speakers?
- Do we need to find people who are representative of the audience?
- Are we going to use a keynote speaker? Banquet speaker?
- Leadership required for discussion groups:
  - Discussion leader?
  - Recorder?
  - Resource person?

Kinds of Material
- What should audience members have before coming?
- Will there be display materials?
  - Exhibits and models?
- Will there be summaries available on:
  - Speeches?
  - Discussion group data?
- Will press releases be made available?
- Should we prepare a take-home kit of materials?

(Prepared by the Girl Scout Council of East San Gabriel Valley, California)

MEETING FACILITIES CHECK LIST

(1) Have facilities been arranged?
- Meeting place
- Parking arrangements
- Room free from disturbance
- Proper lighting—shades, curtains
- Good ventilation—heat or air conditioning
- Proper table and chair arrangement
- Blackboard, chart easel, chalk, crayons, cellophane tape, pointer, speaker's stand, pads, pencils, name cards, ash trays, trainee packets
- Audio-visual equipment checked—outlets, cords, machines work

(2) Are reference materials at hand?
- Books, reports, records, files, letters

(3) Are other needed materials ready?
- Hand-out materials
- Evaluation sheets
- Others

(4) Are refreshments in readiness?
- Coffee, coffee maker, cups, spoons, milk, cream, sugar, soft drinks, glasses, ice cubes, water pitcher, napkins
- Food—doughnuts, cookies, sandwiches

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F

Detailed Training Methods

Role Playing

Role playing is an accepted way for participants and audience to learn a variety of skills and to gain insights about human behavior. Those in your group will enjoy and learn quickly from role playing. It is a direct learning experience for the learner because he lives through the situation being acted out, it involves many group members and develops before the audience data about human behavior and human relations, and it provides a common experience for group discussion and helps people gain insight into their own feelings and the feelings of others. In ways like these, many feelings, attitudes, and behaviors can be demonstrated before a group, and information can be presented.

Role playing also gives group members a chance to try new behaviors and skills in a laboratory setting. Here, they can make mistakes that would be unfortunate if made in a real-life situation. Role playing will also enable your trainees to try out new behavior in front of their peers rather than in front of the people with whom they may be working.

Steps in Role Playing

When doing role playing with your training group, keep these steps in mind:

- Have a director responsible for all the procedural aspects of role playing, thus getting the total group involved.
- Determine and define a problem to be role-played.
- Establish a situation.
- Select and cast role players.
- Brief and warm up players and audience.
- Act out the situation. It is important to cut the role playing when the essentials have been played.
- Discuss the situation, with role players and audience analyzing the "play" to see what has been learned or revealed. The situation can be re-played if this seems worthwhile.
- Plan for the use of insights gained or new skills learned.

Role Playing Suggestions

When role playing with your group, it is also important to start with a simple, non-threatening situation that can be understood easily by the group. Be careful with the selection of role players, as people must feel reasonably comfortable about playing a role. Situations that would invoke personal exposure should be avoided. Make sure the players and the audience are convinced that the actors are portraying roles and should be observed only in terms of the role being portrayed. It is a good idea to give the role players a name other than their own to reinforce the role idea.

It is best to use role playing only if the problem in question is one involving problems in human social relations and their solution. Conduct role

playing without too much planning or preparation. The value of role playing lies in the spontaneity of the players' reactions.

Subgroups

Use subgroups. In working with those in your training group, remember that a good way to involve each one of them in discussion, in thinking, and in problem-solving is simply by dividing the group into small subgroups to tackle a question or a problem. This increases participation by creating a situation in which each member of the group feels more responsibility to participate and more comfort in doing so in front of a smaller group. Each member of a subgroup is more apt to speak up and say what is on his mind.

Taped Vignette

The taped vignette is a helpful teaching device whereby a group can listen to a situation on tape and then discuss it. If there are particular situations which you want presented to a group, you can even have the volunteers produce their own.

Seminar

A seminar is usually a group of people who meet under supervision of an instructor for the purpose of learning through research, presentation, and discussion.

Workshop

A workshop is commonly a gathering of people for several days for the purposes of receiving information, exchanging experiences, training, and directly participating in activities related to problem-solving or skill development.

Conference

A conference is generally a gathering of people for several days for purposes of inspiration, information, exchanging experiences, and some training.

Institute

An institute is a gathering of people for a brief period of intensive joint deliberation or education.

Brainstorming

Brainstorming is a kind of informal "group think" session. It usually works best when the question to be discussed is simple, when judicial judgment is ruled out, when free-wheeling is welcomed, when all ideas are accepted, and when combination and improvement of ideas are sought. The value of this method is that everyone can participate (groups range in size) and judgment is ruled out. Also, out of many ideas, a number of usable ones usually emerge. Participation is at a high point; everyone's ideas count.

Discussion Group

A discussion group consists of adults who examine and discuss an agreed-upon topic from all sides. It is often a problem-solving session.

Buzz Group

The "buzz group" is a device for getting many persons in a large group involved. Two or three people "buzz" with one another for a short period on a specific question. Other subgroups include cluster discussions and "discussion 6-6," in which six persons meet for six minutes to discuss a particular question.

Group Interview

The group interview is a question and answer situation with an inquiring reporter interviewing several persons, after which the discussion is opened to the audience. This focuses discussion on problems with which the

group is most concerned. The group interview might also consist of several reporters interviewing one or more persons.

Movie-Forum

The movie-forum is a program that includes first a motion picture, then a speaker, followed by a discussion led by a skillful leader. The leader might supply the group with an outline of questions which would guide their thoughts while viewing the movie.

Forum-Dialogue

A forum-dialogue is a public conversation in which two persons carry on a conversation in front of the audience, followed by audience discussion. There is great informality, which makes easy audience participation possible.

Debate Forum

The debate-forum is a debate between one speaker for and one against a proposition. This is followed by questions and comments from the audience. A plus factor for this method is that it sharpens issues; a minus factor is that it tends to become emotion-laden.

Panel-Forum

The panel-forum is a combination of a formal presentation followed by an informal discussion among the menbers.

Panel Discussion

The panel discussion is an informal conversation between several persons in front of an audience. This provides an easy transition from panel to audience discussion, but requires a skillful moderator.

Reaction Panel

The reaction panel is composed of a group of three, four, or five persons who react to a presentation by a speaker or speakers.

Symposium

The symposium is a method whereby three or more persons with different points of view on a several-sided question provide the presentation. The audience then directs questions and comments to the members of the symposium. Here there is decreasing dependency on one person and increasing freedom in audience participation. When using this method it is important to recruit speakers with different opinions, but with equal persuasiveness and speaking ability.

Lecture-Forum

The lecture-forum is a formal lecture followed by a period for discussion and questions by the audience. The plus factor of this method is that facts and information are supplied. The negative factors include the difficulty of heavy dependence on one person and only brief questioning—no real audience participation.

Lecture-Discussion Group

The lecture-discussion group is a device where both the speakers and the participants interact. After the content has been presented, the audience asks questions, makes comments, and enlarges on points made.

Lecture

The lecture is a formal presentation by one person. It is information-giving and requires minimal audience participation.

(Most of the above material was extracted from Trainers in Action, prepared for and published by the Camp Fire Girls, Inc.)

G

Training Resources

Audio-Visual Materials

Audio-Visual Materials

The use of audio-visual materials has become increasingly common with the availability of low cost projectors and machines. When appropriately used, such materials can make complex problems and new experiences come to life for trainees.

Films

(1) Suggested Films

All I Need Is a Conference, 30 minutes. Purposes and problems of staff or small group conferences; getting the most out of such meetings. Importance of leader's knowledge of strengths and weaknesses of participants. Available from Henry Strauss and Co., 668 Fifth Avenue, New York, N.Y. 10019.

Developing Leadership, 11 minutes. Need for leadership in many phases of everyday life and the principles of good leadership; seeing the problem, having a plan, delegating responsibilities, using tact and enthusiasm to encourage others. Available from Coronet Instructional Films, Coronet Bldg., Chicago, Illinois 60601.

How to Conduct a Discussion, 24 minutes. Basic principles that discussion leaders can use to insure effective and satisfying group discussion. Clearly dramatizes principles of suitable physical conditions, friendly atmosphere, and a basic but flexible plan of organization. Available from Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois.

Films are readily available everywhere on either a free or rental basis through the local film library, which is a part of the community public library. School systems, universities, community organizations, and commercial distributors are also good sources of information. You can sometimes obtain lists of available materials by writing to film libraries or other distributors of audio-visual materials. A nationwide list of film sources is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20025.

Film-Strips

(2) Filmstrips. Listings of available filmstrips or textfilms can be obtained from:

McGraw-Hill Book Co., Inc.
330 West 42nd Street
New York, New York 10036.

Some of their useful filmstrip series are (a) Human Relations in Supervision, (b) Supervisory Problems in the Office, and (c) Personnel Management.

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Materials for Trainer's Use

Trainer Materials

Audio-visual material is the responsibility of the trainer unless delegated to others. When using films, records or tapes, it is wise to check the equipment to make sure it is in working order. Be sure the films selected can be shown on the movie projector available. Other equipment, such as phonograph, tape recorder, and overhead projector should be checked for usability.

Blackboard

During discussions or lectures, the use of a blackboard can help emphasize and clarify main points, purposes, references, or questions. When a blackboard is not available, large sheets of wrapping paper mounted on a board can be used. A portable board of this sort is available with large sheets

Portabord

of newsprint mounted on a tripod; it is called a "portabord", and can be purchased from Star Sirius Co., Box 42246, Los Angeles, California 90042. A marking crayon or magic marker writes well on the portabord. These devices are especially helpful when the group is large.

Charts and Boards

Charts and different types of boards are useful in the transfer of learning. Prepared charts may be used to clarify or emphasize specific information. The "flannel board" is a board covered with black (or colorful) flannel material, and can be helpful in developing a series of points. Words, diagrams, lines or other prepared items backed by flannel will adhere when placed in position on the board. Bulletin boards can be prepared in very attractive fashion to attract and hold attention over a period of time.

Exhibits

Many subjects can be portrayed through exhibits. The most common materials used in exhibits are photographs, literature, works of graphic art, and one's own creative work. An exhibit requires skill in arrangement so that it makes its purpose clear, it captures interest, and it tells a story.

Materials for Trainees

Folder

(1) Training folder or portfolio

A collection of written materials given to the trainees should be used to reinforce learning. It is important that this material be referred to and discussed in training and in supervision whenever appropriate.

(2) Volunteer manual

Manual

Each ACS Center may have its own volunteer manual. If not, preparing one could be a special project for volunteers who have the necessary skills. The manual may contain such articles as (a) welcome from Volunteer Chairman; (b) credo for the Volunteers; (c) information about the Center—its history, role in the community, staff roster, general program and goals, physical plan; (d) information about the volunteers—coordination of activity, headquarters, requirements, procedures, ethics, service awards; and (e) information about training—dates, time, place.

(3) Pamphlets

Other materials that may be helpful for distribution and use in the training program include pamphlets, fact sheets, and summaries or outlines of training sessions.

Pamphlets

In addition, each Center might provide library space with a special shelf for training literature. While trainees may not spend too much time on "assigned" readings, they should be encouraged and motivated to become aware of what is available—and to use references as part of their training program.

(4) Case material and taped vignettes

The trainees can be given a written case, that is, a summary of a problem or situation, imaginary or real. The case is written in such a way that it will provoke discussion and possible solutions to the problem.

Another approach to this technique is using a taped vignette, which dramatizes the situation and is also designed to produce discussion. Each Center can develop its own case situations which will fit into the training design.

Vignettes

(5) Rating sheets and trainee's evaluation

The use of rating sheets does more than merely "involve" participants who may have been fairly passive. The most important contribution of rating sheets is that they force the trainees' attention toward the criteria of evaluation. A second result is that it gets trainees accustomed to evaluate a program. (Samples of suggested evaluation forms are in Appendix B.)

Rating Sheets

H

Reference Materials

Many Sources of Information

There are many sources of information that could be helpful to ACS personnel responsible for volunteer programs, including books, pamphlets, reports, brochures, and periodical literature. More than 80 sources were used in preparing this Handbook. It would be of little practical value to list all of these sources at this time; a complete listing is available in the files of the Center for the Study of Voluntarism.

Two Listings

Two listings of reference materials are presented below for review and consideration by ACS personnel. The first listing includes publications that would be of particular value or interest to persons responsible for or active in ACS volunteer programs. If feasible, these books might be purchased by ACS Centers or through post libraries in order to have them locally available for active use. The second listing includes publications or materials that might be of interest to individuals involved in volunteer service.

Many of the references are included in the annotated bibliography published by the Army in 1967: DA PAM 608-25. The pamphlet contains numerous other references that have relevance to ACS volunteer service. It is advisable that DA PAM 608-25 be reviewed by persons responsible for ACS volunteer programs.

Publications to Purchase

The following publications are suggested for purchase by ACS Centers or post libraries.

Cohen, Nathan E. (ed.). The Citizen Volunteer, The National Council of Jewish Women, Harper & Brothers, New York, 1960.

Jamer, T. Margaret. School Volunteers, Public Education Association, New York, 1961.

Larkin, Kathleen Ormsby. For Volunteers Who Interview, Volunteer Bureau, Welfare Council of Metropolitan Chicago.

Naylor, Harriet H. Volunteers Today—Finding, Training, and Working with Them, Association Press, New York, 1967.

The Volunteer and the Psychiatric Patient, Report of the Conference on Volunteer Services to Psychiatric Patients, American Psychiatric Association, Washington, D.C., 1959.

The Volunteer in the Hospital, American Hospital Association, Chicago, Illinois, 1959.

Volunteers in Mental Health Hospitals, National Association for Mental Health, Inc., New York.

Working with Volunteers, Adult Education Association of the U.S.A., 1956.

Stenzel, Anne K. and Feeney, Helen M. Volunteer Training and Development: A Manual for Community Groups, The Seabury Press, New York, 1968.

Materials of Interest

The following materials are suggested for reading in order to expand understanding of and extend interest in volunteer service, voluntarism, and related subjects.

Becker, Dorothy. "Exit Lady Bountiful: The Volunteer and the Professional Social Worker," The Social Service Review, Vol. 38, No. 1, March, 1964.

Cain, Lillian Pike and Epstein, Doris. "The Utilization of Housewives as Volunteer Case Aides." Social Casework, Vol. 48, No. 5, May, 1967.

Church, David. How to Succeed with Volunteers, National Public Relations Council of Health and Welfare Services, Inc., New York, 1962.

College Student Volunteers in State Mental Hospitals, Public Health Service Publication No. 1752, U.S. Department of Health, Education, and Welfare, 1967.

Glasser, Melvin A. What Makes A Volunteer? Public Affairs Committee, Inc., 1st ed., August, 1955.

Guidelines for the Use of Volunteer Services, Bureau of Social Work, California Department of Mental Hygiene, 1966.

Perlmutter, Felice and Durham, Dorothy. "Using Teenagers to Supplement Casework Service," Social Work, Vol. 10, No. 2, April, 1965.

Sherwood, Ruth R. You and Your Volunteers: A Partnership that Works, Department of Social Services, Albany, New York, April 15, 1966.

Schindler-Rainman, Eva. A Unique New Venture, South Central Volunteer Bureau, Los Angeles, California, 1965.

Schindler-Rainman, Eva. "The Poor and the PTA," The PTA Magazine, April, 1967.

Thursz, Daniel. Volunteer Group Advisors in a National Social Group Work Agency, Catholic University of America Press, Washington, D.C. 1960.

Thursz, Daniel. "Voluntaryism: A Distinguishing Characteristic of America," The Citizen Volunteer, Nathan E. Cohen (ed.), The National Council of Jewish Women, Harper & Brothers, New York, 1960.

Worthington, Gladys. "Older Persons as Community Service Volunteers," Social Work, Vol. 8, No. 4, October, 1963.

Youngberg, Marie. "Volunteers in Red Cross Home Service," Social Casework, Vol. XXXIII, No. 7, July, 1952.

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